

P. 270



SCHOOL *And Community*

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October, 1939
Volume XXV Number 7

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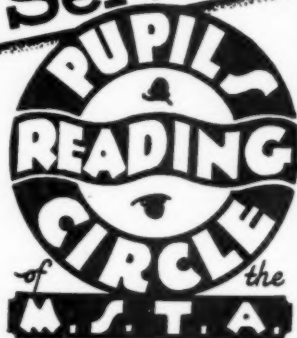
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October, 1939

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SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER,
Editor and Manager

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Associate Editor

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EDUCATIONAL PRESS ASSOCIATION
OF AMERICA

MEN ARE SQUARE

by
Beneker



THE CREATOR of this famous work of art, the late Gerrit Beneker, wrote and lectured widely on the subject of the dignity and value of labor. His large and vigorous canvases, vibrant and colorful, were exhibited from Coast to Coast during his lifetime and fifteen of his most telling compositions in oil, were reproduced in color in the style of the Artex Print of "Men are Square," authentic reproductions approved by the artist himself. Of his favorite picture, "Men are Square," he said, "In every human heart there is a desire to want to be square with our fellow men. Here is a man who represents the type who will always be square if treated squarely. If you smile at him, he is sure to smile back at you. If you frown upon him, he will frown in return. If you hit him, he will strike back. His is a world of 'give and take' yet we will find in him a warmth and sympathy which is worth cultivating. And you will find this man square with himself which is the important thing for all of us to be, in youth and through life."

Beneker believed that all men were basically honest and that men who worked with their hands were least likely to be led into paths of compromise and dishonor. His was a life of service to his fellow men. Paintings like "Men are Square" are silent sermons which will inspire men to straight thinking as long as they do not fade from the view or memory of mankind.

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EDITORIALS



"THE SCIENCE OF POWER"

SOME TWENTY YEARS AGO Benjamin Kidd, an English student of Sociology, wrote a book by the above name. It should have been epoch making. It was not. It should be revived and studied, because it deals with a question which, in our humble opinion, democracies must learn, if they ever cope successfully with totalitarian states, or (more to the point) if they ever attain the ideals for which democracy exists.

Totalitarians seem to understand the import of the book. Though they use the power in a direction opposite to that in which democracies must move, they have built and are building themselves by practicing the fundamental truth of the book's thesis, which is *that the greatest power in civilization is derived from and directed by ideals given to the young under the stress of a great emotion*. They seem to have learned what we either do not know or have chosen not to use, the power of social inheritance.

Germany and Japan in the past three or four generations, Russia, Italy, and Germany again in the last generation have furnished the world adequate examples of the efficacy of this principle. Each of these nations has through its schools and by carefully planned propaganda, so thoroughly conditioned its youth to the ideals of certain isms that they are now exhibiting a solidarity which threatens to destroy higher and nobler ideals—ideals which we fear have not been so thoroughly set into the soul fiber of our people.

The ideals of the world may be broadly classified as Benjamin Kidd classifies them: pagan and Christian. The pagan is a worshiper of the local, the tribal god. The Christian strives toward loyalty to the universal and the all encompassing.

The pagan man is a man whose standard of right does not extend beyond his own interests. The pagan state is the state whose standard of right does not extend beyond its own interests.

The Christian state puts emphasis on exactly the opposite—unselfishness, the Golden Rule, self-sacrifice for the good of others.

The pagan says: "Life exists for Me. All the dim eons behind have toiled to produce Me. I am the Chosen Person of a Chosen People. The present is My opportunity for My pleasure. Give Me My right. What care I for the ages ahead? What has posterity done for Me? Stand clear? I want! I will have!"

The Christian says, "Love your enemies, bless them that curse you, do good to them that hate you, pray for them that despitefully use you;" "turn the other cheek;" "overcome evil with good."

One expresses itself nationally as a state efficient in the State's interests. One as a state efficient in the higher interests of all people. One says the state represents the highest; for it there is no morality; it can do no wrong, because it is in itself the ultimate. The other expresses itself in society or humanity. Human interests are supreme; the state as an organization of individuals is subject to the moral code of individuals; it exists for humanity.

Which is our ideal? Which are we endeavoring to set into the warp and woof of children to the end that democracy may be what it must be, a society governed by the universal truths of good to all and through all, in which men at all times may "act in such wise that the act may hold good as a universal law?"

When we look about us—at the church, at the school, at the home—we wonder if we have been and are being serious enough in our efforts to give to the young an emotional ideal toward the Christian ethic, if we have not in a devil-may-care spirit lost for ourselves and for the world the very essence of freedom.

Have we looked so lightly at Liberty, seeing it as a puny privilege to do as we please, that we have lost

the strength which comes from conceiving it as power to do as we ought.

What might result if each activity and attitude of our educational program were prefaced with and predicated upon—"America, America, God mend thine every flaw, Confirm thy soul in self-control, thy Liberty in Law."

LET'S ALL OBSERVE AMERICAN EDUCATION WEEK

AMERICAN EDUCATION WEEK precedes by one week our State Convention of the M. S. T. A. Heretofore the two events have been during the same week. The result has been that few schools have observed American Education Week.

On Page 269 is the general outline of the program as suggested by the American Legion and the N. E. A. Of course some special emphasis should be placed on Missouri problems and local problems. Pages 274-276 are devoted to important financial data concerning Missouri schools. These data should be presented to the public to the end that the people as well as the teachers may know more of the financial structure of Missouri schools.

We believe that the time demands an emphasis on education above the ordinary. Fortunately there is no general impediment to its observation this year. Let's get busy with the arrangements.

We have not yet fully grasped the immense import of the fact that since man became a social creature the winning variations upon which Power has rested in his evolution have been to an ever-increasing degree neither variations in the structure of his body nor in the size of his brain, but variations in the type of social culture to which he is being submitted.

—Benjamin Kidd in "The Science of Power"



Beckoning Exits

By RILEY F. KNIGHT
Superintendent
Arbyrd, Mo.

THE SEASON of the year has arrived for teachers' meetings. There will be hundreds and hundreds of teachers' meetings over the United States during the months of September, October and November with thousands upon thousands of teachers attending. Thousands of dollars will be spent for these meetings: money for speakers; money by the school district for the salary of teachers; money for food in crowded restaurants; money for transportation to and from the meetings; and money for sleeping quarters. Thousands of dollars spent. What value has the teacher received from this cost? Professional growth and increased teacher efficiency are the ultimate goals of all teachers' meetings. It is hoped that the value received by the teacher far exceeds the cost.

Let us say there is a county teachers' meeting on Friday morning. The county superintendent and others have worked diligently to bring the "educational cream" for the program. Two speakers are on the morning program with a capacity crowd present. The first speaker talks for an hour, closes, and turns to sit down when a commotion is heard—lo and

behold a great mass of teachers are scurrying to all available exits. By the time the second speaker has begun forty per cent of the crowd is gone. To many the task has been finished: the teachers' meeting has been attended; he has been mentally marked present by his superintendent; and the remainder of the day is his own.

Two conversations are heard above the sound of scraping chairs, shuffling feet, and the faltering voice of the embarrassed speaker:

"I don't know whether we should have left or not."

"Forget it—give me a Lucky and don't be such a sourpuss. There are enough burden carriers and world reformers left in there to keep our pay going."

"What do you think about the Progressive Child-Centered School that he was talking about, Pete."

"Fine for garden fertilizer. Lot of theory and bunk. Why! that guy—let him come down in our school with that theory and three strikes would be called on him before he could lift the bat from his shoulder."

"Say, let's go see the ball game this afternoon. They say that it'll be a darn good game."

"Gosh! isn't it awful to be leaving like this but I am worn into a frazzle. I had rather be home holding a study period than listening to these old fossils."

"I never liked teachers' meetings anyway. I don't get a thing out of them that I can use. Betsy, did you see Sue? That hat she had on made her face look like an egg plant."

"Kid, there is a dress in so-and-so's window that is a perfect dream. It is exactly my color and size and is only \$10.98. It is perfectly darling."

"I'm dying to see it. Let's go do our shopping now. It will be so crowded this afternoon. You have a chance to try on so many more things when there isn't such a rush. I have to buy quite a few things this season.—I am almost naked and besides I want you to see that good looking shoe salesman, maybe he will ask me for a date."

Again let us suppose it is Thursday afternoon, the first day of the district teachers' meeting. The program consists of two special music numbers by a high school

group, addresses by a President of a State Teachers' Association followed by a Dean of Education of a State University and a State Superintendent of Schools. The first number has been finished—only a few stragglers make for the exits. However when the first address has been finished, the march begins—tramp, tramp, tramp—one-third must be leaving. The Dean gets up speechless and as red as a garden beet. After recovering from the blow, he apologizes for being the speaker, turns on a little humor and proceeds with an excellent address. After the Dean has finished, before he can get to his seat, the traditional trek starts in earnest. The State Superintendent is a true educational leader, devout and sacrificing for the promotion of the teaching profession and the teachers of his state. Perhaps three hours before he was bubbling over with enthusiasm and information—ready to point out to the teachers the great educational opportunities that existed in the state for them. He must rise and deliver his address to more empty seats than filled ones. I can only faintly feel the discouragement and humiliation that surely he must have felt. If teachers of a state do not want to hear their Dean of Education and their State Superintendent whom do they want to hear? If teachers do not have courtesy and respect for their state supervisors whom do they respect? Cannot rudeness sometimes become plain social and professional crudeness? It may be that the majority in the profession are dissatisfied with the kind and nature of the programs that are presented. In that case they should voice their dissatisfaction and demand a change in programs. If teachers leave the meetings because they do not like them, their disapproval would be far more effective with their lips than with their feet.

It would interest me to know if people of other professions have the same attitude toward their professional meetings as teachers. If other professions practice this migratory habit, then probably the trait has been handed down from the cave dwellers. Be that as it may, we know that it is professionally and socially bad taste to the Nth degree to walk out as we do. However the professional and social bad taste of such behavior is secondary to the

(Continued on Page 271)

Our America and the World Crisis

FROM ALL INDICATIONS, it would appear that the present war in Europe will be a protracted war. In such times, it is very important that people in neutral countries should think aright. It is of even greater importance to us that the teaching profession, the largest professional group in America, should have a sane attitude toward and an intelligent outlook upon the troubled conditions of the world.

Incidents such as the sinking of the *Athenia*, and worse, will no doubt occur in ever greater frequency in the near future. These tend to incense us and to inflame all our thinking with rebellious emotions of anger and hatred. It is therefore necessary for us to achieve our basic outlook upon this war at once, while yet it is possible for us to think with some degree of calmness. Leaders in education must, therefore, make every effort now to speak words of wise counsel before the storm of vehemence and passion breaks.

Our American Democracy must be preserved! The single, biggest and finest contribution we can now make to Western civilization is to strengthen, purify and consciously develop our democracy.

American democracy is more than a form of government; it is more than a political arrangement; it is a way of life. It is that way of living—of organizing our institutions, political, social, economic, industrial—which emphasizes the dignity and worth of the individual. Recognizing individual differences in physical, mental, and spiritual capacities, a democratic country yet attempts to arrange all of its affairs so that each individual has an opportunity to develop himself to the fullest. This does not mean that the government or the state gives things away or bestows gifts gratuitously. It does mean that our organized way of living makes every effort to furnish an opportunity to each one to achieve through his own efforts a healthy life, economic competence, enjoyments and recreations, mental growth and development, as well as spiritual strength and resourcefulness to the limit of his capacities.

By THEO. W. H. IRION

Dean of the Faculty of Education
University of Missouri

The criticism that such a democracy does not exist, that it is only an ideal, a dream, is not valid. No ideology is ever practiced completely; but the fact that we hold to this ideal, in spite of our many failings and shortcomings, has made it possible to approximate the ideal more closely here than in any other large nation on earth.

Some nations, we are distressed to admit, deliberately seek war; others have war forced upon them. This we should understand, namely, that war is so antithetical to democracy that when a nation goes to war, either deliberately or in self-defense, it ceases, at least for the time being, to be a democracy. Its government then has to be entrusted to a few men with dictatorial powers; its social and governmental organizations take first rank in importance; the individual becomes merely a tool.

When nations have engaged in a long war, when their economic systems have been wrecked, when thousands of their youth have been slaughtered and many more have been maimed for life, when their people have suffered want and privation, it is difficult for them to return to democratic and humanitarian ways of living. It is then that America may be able to help, if we can be perfect and strong enough in our own democracy.

The best way to preserve democracy is to practice democracy even more perfectly. Democracy is not a matter of words and talk; it is a matter of democratic practice in the daily affairs of life in the local community, the state, and the nation. If we would keep our democracy strong and fit, we should, if at all possible, keep out of wars. At no time should we deliberately seek war. Democracy is not militant. It does not seek to impose itself on other people; it does not promote itself through force. The methods of democracy are

democratic. Democracy, if attacked, must defend itself, but it spreads only by commending itself to the world on the basis of the happiness and freedom for self-realization which it offers to the individual.

A democracy always implies certain individual rights. In America, these rights are best stated in our basic political documents and state papers, especially in our "Bill of Rights." What is less clearly stated and not often emphasized is that for every right there are also compensating duties and responsibilities. If you would enjoy the right to life, you must practice healthful living, not only so that you may be healthy, but that others may enjoy the same right; if you claim the right to have economic competence, you must accept the responsibility of learning to do something that is economically worthwhile; if you want the right of freedom of thought and speech, you must accept the duty of having something with which and about which to think, you must assume the obligation of being informed so that your speech is based on the best available truth; if you want spiritual freedom you must assume the obligation to do everything in your power to furnish the conditions of spiritual tolerance and respect which will furnish the same freedom to others. All of this means that the local community and each state, yes, even the nation, must promote the education of its people with greater earnestness and that each individual should accept his opportunities for self-development with a greater will to utilize them.

As a nation, our democracy will succeed in the degree to which we can shift the base of authority for control in the management of our common human affairs from superstition, or tradition, or edict and command, or force, to sanely formed judgments and plans based on accurate information and verifiable factual data. This means not only the need for a well informed citizenry, but also for a people who respect carefully established truth and have

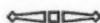
the will to be controlled and directed by it. That we are far from having achieved this ideal does not alter the fact that this is a condition of success for democracy. This fact should drive us to put forth every possible effort to achieve scientific accuracy in the areas of our social sciences.

As a nation, our democracy will succeed in the degree to which we can apply humanitarian motives and principles to the management of our domestic and also our foreign affairs. In the latter connection, it should be remembered that we, in these United States, are blessed with splendid neighbors to the north and to the south. Our relations to these should be unselfishly helpful and non-patronizingly stimulating in all humanitarian efforts and practices. We have an obligation to make and keep the western hemisphere safe for democracy without forcefully imposing our ideology on our neighbors.

If we can grow strong and more perfect in our democratic way of life, we may be of help when a fatigued and a wrecked world finally comes to a war-pause. The stronger we are then, the more powerful in our democratic practices, the more intelligent and spiritually resourceful, the greater will be our ability to act generously, unselfishly, patiently, tolerantly, and constructively. At such a moment the world will have need for one strong democracy that can, without the use of force, command the respect of mankind.

Can we, by patiently and intelligently developing our democratic life, seeking ever greater justice for all types of Americans, be prepared to meet our great responsibility and opportunity when the right moment comes?

Not by entering war—which is always a collapse and a negation of democracy—but by building a strong, resourceful, prosperous, happy and tolerant democracy, can America make her contribution to mankind. In that direction lies the most effective way of "making the world safe for democracy."



In a Republic, ignorance is a crime; and private immorality is not less an opprobrium to the State than it is guilt in the perpetrator.

—Horace Mann

American Education Week

November 5-11, 1939

EDUATION FOR THE AMERICAN WAY OF LIFE" is the general theme for the nineteenth annual observance of American education Week. The daily topics under this theme are built largely around the spirit and material of the Educational Policies Commission in its report on *The Purposes of Education in American Democracy*. The topics for Monday, Tuesday, Wednesday, and Thursday are the four main areas of educational objectives identified by the Commission.

The daily topics suggested by the National Education Association are:

Sunday, Nov. 5—The Place of Religion in our Democracy

Monday, Nov. 6—Education for Self-Realization

Tuesday, Nov. 7—Education for Human Relationships

Wednesday, Nov. 8—Education for Economic Efficiency

Thursday, Nov. 9—Education for Civic Responsibility

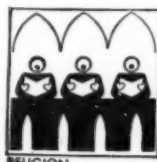
Friday, Nov. 10—Cultivating the Love of Learning

Saturday, Nov. 11—Education for Freedom

American Education Week is sponsored by the National Education Association in cooperation with the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers and with the support of many other organizations.

the schools. Insistent demands for funds for relatively new social functions make it imperative that the development of public opinion in behalf of the schools be uppermost in the minds of educational leaders. And there must be action. American Education Week is the best time for a concerted effort throughout the nation.

1939 is a good year to begin or to improve your observance of this occasion. Discuss the purposes of education with parents and citizens during this week. Show how your schools are achieving these objectives. Consider needed advances with the people.



RELIGION AND AMERICA



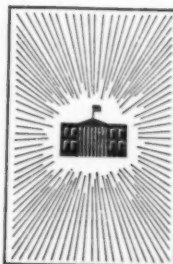
EDUCATION FOR SELF-REALIZATION



EDUCATION FOR HUMAN RELATIONSHIPS



EDUCATION FOR ECONOMIC EFFICIENCY



EDUCATION FOR THE AMERICAN WAY OF LIFE



EDUCATION FOR CIVIC RESPONSIBILITY



CULTIVATING THE LOVE OF LEARNING



EDUCATION FOR FREEDOM

American Education Week, as a vital phase of the program of interpreting the nation's schools to the people, becomes increasingly significant as a time for rallying the American people to the defense of

Early planning will help you make your observance most effective. For complete information, write to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Defense Against Those Forces That Destroy Free Peoples

IGNORANCE, SELFISHNESS, GREED, love of power, persecution of minorities, disregard of freedom of speech and of religion, these are some of the major forces that have undermined democratic governments in the past and will continue to undermine them in the future. Recognizing that some means had to be established to combat these enemies of democracy, our fathers who framed the present constitution of Missouri placed in that document an effective means for the perpetuation of the state and for its defense against those forces that destroy free peoples.

In this profound document appears the idea that education is essential to good government and only through a universal dissemination of knowledge and intelligence can a democratic form of government survive. But our fathers were not satisfied merely to state that good government rests on an informed and educated people. They were so strongly of this opinion that they placed a mandate in our constitution making the establishment and maintenance of free schools for all the children of the state a direct responsibility of the General Assembly.

Education is a state function in Missouri because of the wisdom of our forefathers who saw down through the ages and recognized that the boys and girls, wherever they are in Missouri, then, now, and in the future, are children of Missouri. What a wonderful heritage the Fathers provided for each Missouri boy and each Missouri girl when they directed our General Assembly to "establish and to maintain" free schools for all the children in the state.

The State is a Community of Shared Interests

The size of a community is not determined by the number of houses in a given area but by the size of the group that have interests in common. In the early days the State presented widely separated small groups with little means of communication between them and practically no movements between groups for many months of

By
W. W. CARPENTER AND A. G. CAPPS
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the year. But it is well to bear in mind that even under these conditions the fathers had accepted public education as the means of combating the enemies of free government and had instructed the Missouri General Assembly to organize and maintain free schools for all the children.

But Missouri is emerging from the period of numerous scattered communities to the position where the state is the community. Sections of our state are now no longer widely separated but are connected by ribbons of concrete and ribbons of asphalt and gravel. The citizen who wishes to attend to his business in the capital city today can make the round trip in his own car from any part of the state in less time than formerly his father was able to make his way through Missouri mud from the edge of his county to the county seat and return. In the early days the arrangements for his trip were made by the slow, tedious method of the United States mails with its then limited service and many delays. Today there is a federal service at one's very door whether it be in the town or in the rural section, or, if he wishes, he merely steps to the 'phone and instantly is in immediate communication with his party on the other side of the state. For him the community of interests has become the entire state.

But over the good roads that modern Missouri is so proud of, go many families who live, awhile here and awhile there, in different sections of the state just as in the olden days families moved from one part of town to another. With changes in employment and opportunities for work arising in other sections of the state, our state population has become quite mobile. This is noticed in every public school of

bles
APPS
the state where the children who happen to be enrolled at the moment may have attended schools in many other counties of Missouri during their school life. So great is the constant turnover that it is safe to say that in every group of 10,000 public school children, every county of the state will have already have had one or more of these pupils in the earlier years of their training.

There are large towns in the state of Missouri where year after year the loss from the school system on and beyond those who are graduated from the schools is never below twenty-five per cent of the total group. Where do these children go in Missouri? The answer is *everywhere*, as is disclosed by the school records studied in many Missouri school systems. In fact, mobility is so great that we find public schools in Missouri where the enrollments of the last day of school and of the first day of school represent two mutually exclusive groups of children. All have migrated out; all have migrated in. All are children of the state. All are entitled to attend the schools that are established and maintained by the state, because education, as it was to our fathers and as it is to us today, is a *state function*.

The entire state takes the big city papers; the entire state listens to the radio programs from these Missouri cities; the entire state buys its groceries, its clothing, its heavy machinery from our large cities. The advertisements concerning the 49th State reveal the interest of the city business men

in the people of outstate Missouri. Cape Girardeau, Sedalia, and Kirksville are in the 49th State. Likewise, the 50th State, *if you please*, include Cape Girardeau, Sedalia, and Kirksville as revealed by the fact that people in every county of Missouri are enough interested in the 50th State to subscribe to the weekly Kansas City Star as shown by a recent issue of that paper. Radio, newspapers, advertisements and *information* through chambers of commerce and service clubs, as well as the buses and private automobiles running over state roads, telephones and such activities as fishing, hunting, state parks and state reserves are all factors in developing *rapidly and ever more rapidly* the feeling that we are a state, that we have state ideals and interests and that we are now a group which truly can be called the *state community*.

If education is a state function, then what is the business of the state relative to the financing of education? This problem is clearly stated in the constitution when the General Assembly was delegated the responsibility to establish and to maintain. The responsibility of the state is nothing less than to establish a school system in which every boy and girl may receive a satisfactory program. Furthermore, it is equally the responsibility of the state to then finance that system, either entirely up to a satisfactory level as in California or by supporting entirely an equalization plan based on an acceptable and defensible foundation program.

Beckoning Exits

(Continued from Page 266)

vastly important fact that in doing such, we are missing those vital truths that our great educational leaders are attempting to give us. If we teachers, as cogs in the great educational wheel, refuse to even listen to these men's ideas, how can we expect less interested laymen to respect those ideas that we in turn try to put across to them.

The pedagogue, in his own defense, says that the blame should rest with the inferior brand of speakers and lack of interesting subjects on which they speak. And he is in a measure justified in his accusation but how can most of them even judge when

they hear hardly more than the opening paragraph of his address? If the attitude of teachers toward teachers' meetings is a real problem and not an imaginary one, it can be solved only by sincerity, frankness, and an open-mind by both the teachers and educational leaders of the profession. So with our teachers' meetings coming in the near future we should at least give every person on the program—whether he be good, bad or indifferent according to our own individual standards—a chance to put his idea across before we give him our version of the storming of the Bastille because—he—poor guy—might want to go with us.

*nothing more
does reverend
as
out
just*

A More Professional Teachers Association

FROM MANY PLACES over Missouri is coming the plea for either the leadership or the rank and file of the Missouri State Teachers Association to make the Association a real professional organization which will better serve the interests of its members and in turn better serve the needs of the public which pays their salaries. Many of its members, including this writer, sincerely believe that the Association can be lifted to a higher plane by a more aggressive leadership than has heretofore been exercised. A few illustrations will point out some of the well-known professional weaknesses.

First, there is the matter of unethical practices in obtaining, holding, and advancing one's job. No one knows how many teaching positions in Missouri were bought, directly or indirectly, this last year. Taxpayers as well as teachers know of this evil, but apparently are doing nothing about it. In the category of unethical practices comes also the "undermining" of men and women who have positions by those who jealously want their places for themselves or their friends. The number of such cases is legion, but nothing has been done to stop the practice. This writer would include a third practice in the "unethical" category; that is, the tendency for entrenched administrative officials to raise their own salaries and working conditions to the limit without any consideration for their staffs, which in many cases do just as professional a job as the administrators in question do. The average teacher is helpless to do anything about that situation.

Second, there is the inability of the Association to do anything about the disparity between salaries in urban centers and developed rural communities. Taking into account the differences in living costs, but overlooking for the sake of emphasis the factors of longer tenure and increased cultural opportunities of the cities over out-state communities, there still remains a difference between the salaries of equally-trained and equally-professional teachers

By B. F. GILLETTE
Principal
Ash Grove

that is impossible to justify. Educational practice is not consistent with the accepted educational theory that "Education is a State function."

Third, there is the inability of the Association to protect qualified and expert teachers in certain vital fields from an invasion of inexpert and poorly qualified teachers turned out yearly by our training institutions. As an illustration, consider the plight of our high school teachers of English and Social Sciences. Because of the over-abundance of teachers trained in those fields, all must suffer by lower salary expectations and tenure, whereas if a teacher is trained in the special fields of Music or Commerce, his salary and tenure are uniformly more satisfactory. The training in the latter fields is no more rigorous and the work no more important than that of English or Social Science teachers, yet the factor of "supply and demand" has created a disturbing situation.

Fourth, there is the domineering attitude which the typical school board has held toward teachers all over Missouri. We have been made cowards by men and women who control our destinies, by men and women who too often have not received even an elementary education and who lack that understanding and tolerance that makes for desirable supervision. Teaching is not a profession when teachers have their personalities curbed by pressure from non-professional sources.

Fifth, there is the octopus of politics which has been strangling the Association for many years. The selection of delegates to the state convention by politicians, the setting up of policies—or the failure to set up policies—by politically-minded delegates rather than professionally-minded

teachers has made the Association little more than a defender of the status quo.

The above five problems have not been cited with the idea of hopeless rejection of the teaching profession as dependent upon the Association for improvement. Rather, the writer would like to suggest a permanent program which, under aggressive leadership, would solve each of the problems in due time.

The public-school teaching force in Missouri should be made a "professional closed shop" with active membership in the Association required of all teachers who receive their salaries from public sources. In unity there is strength and power. Perhaps we need to apprise ourselves and others of our potential power. The Association, with a closed shop, then could discipline its members professionally in much the same way as lawyers, doctors, and nurses are now disciplined. Unethical practices in every part of Missouri could be uncovered and abolished if there existed a true disciplining body. A "closed shop"

of teachers would set up standards that would eliminate most of the evils of problems one and three stated above. A strong Association, democratically controlled, could solve problems two, four, and five stated above, if the active cooperation of the State Department of Education and the sympathy of the State Legislature were obtained. It couldn't be done overnight, but certainly the teachers here in Missouri ought to be intelligent enough to realize there is a way out of our "dog-eat-dog" atmosphere into a more professional position which would make our public service more enjoyable and worthwhile.

No doubt, the immediate reaction to the above solution will be that it can't be done, or that we'd get into more trouble than we already have. That represents the status quo attitude, of which we teachers know too much already. If we want to earn any respect for the teaching profession in Missouri, we'll have to work for it—it certainly won't come automatically or miraculously.



A Teacher Thinks on "Things to Think On"

SOME TIME AGO I noticed an article in your journal entitled, "Things to Think On—Education—Personality—School Teaching." In that article was a subdivision entitled, "Aunt Het on School Teaching."

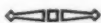
In that article appears the following expression, "An' on top of ever' thing else they can't hold hands coming from prayer meetin' without some pious old sister with a dirty mind startin' a scandal on 'em. I'd just as soon be a plowmule. A mule works just as hard but it can relieve its soul by kicking up its heels after quitting time without startin' any talk."

After thinking over this matter I am wondering if this mule doesn't use a little common sense about his kicking. Doesn't he usually get out by himself to do his kicking, and not mix his kicking up with other person's affairs? His kicking is usually done just in the air where his kicks do not come in contact with anything else.

Then in that case no harm can be done. If the modern school teacher would take a hint from the mule's kicking, this Dirty-Minded, Old-Pious Sister might not have so many occasions to make remarks to start a scandal. In the second place, if these self-conscious teachers who object to the remarks about holding hands would first be careful as to what they hold, where they hold, when they hold, and why they hold there would not be any occasion for the starting of scandals.

The teacher is the one person who has the opportunity to wield the greatest amount of influence over the coming generation, not excepting the preacher. Then if that be true, knowing that every one who teaches, teaches by example as well as by precept, why should not the teacher be the highest type of example both in and out of school?

(Signed) A Teacher.



Financial Facts Relating to Public Education in Missouri

STATE REVENUE AND ITS SOURCES, 1938

IN THE APRIL, 1938, issue of School and Community, pages 142-144, appeared an article entitled "State Revenue in Relation to Public School Support." That article included a table showing, by sources, receipts into the State Revenue Fund of Missouri for each year of the decade beginning with 1928 and ending with 1937. On the assumption that similar data for the year 1938 may be of interest to school people, the writer of the article mentioned has constructed the following table, using figures derived from the latest Report of the State Auditor of Missouri.

By T. E. VAUGHAN
Associate Secretary, M. S. T. A.

inspection fees, as well as from the sales tax. The amounts derived from the other five sources mentioned in the table were less for 1938 than for 1937.

For school people, the significance of the foregoing data lies in the relationship existing between State revenue and public school support. For more than half a century the General Assembly of Missouri

State Revenue Fund of Missouri, Receipts for the Year 1938

| Sources | Amounts | Per Cent of Total |
|---|-----------------|-------------------|
| Property Taxes | \$ 1,825,439.73 | 4.53% |
| Income Tax | 7,124,990.59 | 17.70 |
| Inheritance Taxes | 2,168,198.83 | 5.38 |
| Corporation Franchise Tax | 1,709,950.31 | 4.25 |
| Tax on Foreign Insurance Companies .. | 1,199,741.05 | 2.98 |
| Beer Permits and Inspection Fees | 1,197,274.53 | 2.97 |
| Liquor Permits and Inspection Fees | 4,001,540.99 | 9.94 |
| Sales Tax | 20,144,959.54 | 50.04 |
| Other Items | 888,909.98 | 2.21 |
| Total State Revenue | \$40,261,005.55 | 100.00% |

The total of State revenue receipts for 1938 exceeded the total for 1937 by \$2,973,787.07. The increase in sales tax receipts accounted for \$2,631,758.62, or 85.5 per cent of that excess. The remaining \$342,028.45 represents the difference between increases in the amounts derived from three, and decreases in the amounts derived from five, of the other sources of revenue mentioned in the table. There were increases in the amounts derived from inheritance taxes, from the corporation franchise tax, and from beer permits and

has adhered to the policy of appropriating one-third of the State revenue for the support of public schools. Any change in that policy or in the taxes that contribute to the State Revenue Fund would be reflected in State contributions towards public school support. Hence the importance of a general understanding of the relationship mentioned and of the needs of the public schools. The responsibility for promoting that understanding would seem to rest primarily with those engaged in public school work.

FINANCIAL SUPPORT OF MISSOURI PUBLIC SCHOOLS, SCHOOL YEAR '31-32 AND '37-38

The importance long attached to the financial support of public schools recently has been justified by studies carried on in Missouri and elsewhere. By the use of

carefully prepared measures, it has been established that, with respect to any school system, there is a close correspondence between the level of efficiency and the level of

financial support. Hence it seems proper to be ever watchful of the trend of financial support, since that trend probably indicates the trend of the services the schools are rendering. The figures in Table 1 show, as accurately as available data will permit, the present trend of the financial support of public schools in Missouri, by comparing expenditures for the school years 1931-32 and 1937-38.

count of school attendance. The average daily attendance of rural and other elementary pupils was approximately seven per cent less in 1937-38 than in 1931-32, but the average daily attendance of pupils at the secondary school level was approximately thirty-three per cent greater for the latter than for the former school year. Measured by the weighted teaching unit, the total school load was a little more than

TABLE I

Total Expenditures of Missouri Public Schools, 1931-32 and 1937-38

| General Purposes of Expenditures | School Year 1931-32 | | School Year 1937-38 | |
|--|-----------------------|----------------------|-----------------------|----------------------|
| | Approximate Amount | Per Cent of Total | Approximate Amount | Per Cent of Total |
| Teachers' Salaries | \$31,230,000 | 60.1% | \$30,745,000 | 56.9% |
| Incidental Purposes | 10,652,000 | 20.5 | 13,017,000 | 24.1 |
| Interest on Bonds | 2,734,000 | 5.2 | 2,500,000 | 4.6 |
| Redemption of Bonds | 2,060,000 | 4.0 | 3,798,000 | 7.0 |
| Capital Outlay | 5,301,000 | 10.2 | 3,971,000 | 7.4 |
| Total | \$51,977,000 | 100.0% | \$54,031,000 | 100.0% |

One can not help noting the rather sharp increase in expenditures for incidental purposes in contrast with a slight decrease in expenditures for teachers' salaries. That contrast naturally raises a question as to the reason for it.

The decrease in expenditures for capital outlay is readily explained by reference to the fact that in 1937-38 the Federal Government assumed responsibility for a large share, probably fifty per cent or more, of expenditures for school buildings.

In order to determine whether or not school expenditures are keeping pace with school needs, it is necessary to take ac-

three and one-third per cent greater for the 1937-38 than for the 1931-32 school year, while total school expenditures were almost six per cent greater. Consequently, it would seem that we have no cause to worry about the present trend of total school expenditures.

A knowledge of the level of the school expenditures is of no more importance than a knowledge of the sources from which the money spent is derived. Consequently, Table 2 shows the sources from which the money spent for schools in 1931-32 and 1937-38 came, and the approximate amount that came from each source.

TABLE II

Sources of Money Spent by Missouri Public Schools, 1931-32 and 1937-38

| General Sources of Money Spent | School Year 1931-32 | | School Year 1937-38 | |
|--|-----------------------|----------------------|-----------------------|----------------------|
| | Approximate Amount | Per Cent of Total | Approximate Amount | Per Cent of Total |
| Local Taxes | \$38,314,000 | 73.7% | \$32,210,000 | 59.6% |
| State Aid | 5,651,000 | 10.9 | 13,889,000 | 25.7 |
| County, Township, and Federal Funds | 859,000 | 1.6 | 947,000 | 1.8 |
| Sale of Bonds and Other Non-Revenue Items | 4,663,000 | 9.0 | 4,485,000 | 8.3 |
| Reduction of Balances | 2,490,000 | 4.8 | 2,500,000 | 4.6 |
| Total | \$51,977,000 | 100.0% | \$54,031,000 | 100.0% |

The items in Table 2 that attract attention are local taxes and State aid. It will be noted that the increase in State aid almost exactly equals the decrease in local taxes plus the increase in total expenditures. The increase in State aid is \$8,238,000. The decrease in local taxes is \$6,104,000, and the increase in total expenditures is \$2,054,000. The sum of the last two items is \$8,158,000. It appears, therefore, that approximately three-fourths of the increase in State aid has gone for local tax reduction, and only about one-fourth for an expansion of the school program.

The steadily increasing dependence of our public schools on State aid for the money with which they operate presents a

problem of no small magnitude. Approximately ninety-five per cent of the increase in State aid for the school year 1937-38 as compared with the school year 1931-32 came from the sales tax and the taxes on liquor and beer, all of which were first levied primarily for purposes other than school support. That fact certain pressure groups never permit us to forget. Moreover, the reduction in local school taxes has been accompanied by a corresponding reduction in property valuation. As a consequence, any lessening of State aid would inevitably result in a curtailment of school expenditures. Hence our interest in what each session of the General Assembly does about the appropriation for public schools.

STATE SCHOOL MONEYS AND OTHER STATE AID, 1938-39

There are two funds from which State aid for Missouri public schools is provided: (1) State School Moneys, which are apportioned among the school districts of the State according to the provisions of the 1931 school law and specific appropriations made by the General Assembly; (2) the County Foreign Insurance Tax Fund, which is apportioned among the school districts of the State on the basis of school enumeration, as a fund to be used primarily for the purchase of free textbooks. The only specific appropriations made by the General Assembly from State School

Moneys in recent years have been for vocational education.

The County Foreign Insurance Tax Fund represents one-half of a two-per-cent tax on premiums collected in Missouri by insurance companies organized under the laws of other States. State School Moneys include appropriations made by the General Assembly from State revenue and the interest derived from the State permanent school fund. Instead of the constitutional requirement of one-fourth, the General Assembly for more than fifty years has appropriated one-third of the State revenue for

Sources of State School Moneys for the School Year 1938-39 And the Amount Derived from Each Source

| Sources | Amount | Per Cent of Total |
|--|-----------------------|----------------------|
| Sales Tax | \$ 6,757,588.03 | 49.81% |
| Income Tax | 2,355,388.52 | 17.36 |
| Beer Permits and Inspection Fees | 355,861.18 | 2.62 |
| Liquor Permits and Inspection Fees | 1,340,697.42 | 9.88 |
| State Property Tax | 615,854.07 | 4.54 |
| Inheritance Taxes | 767,379.31 | 5.66 |
| Corporation Franchise Tax | 566,346.76 | 4.17 |
| Tax on Foreign Insurance Companies | 400,054.86 | 2.95 |
| Miscellaneous Items | 216,956.57 | 1.60 |
| One-third of the State Revenue | \$13,376,126.72 | 98.59% |
| Interest on State School Funds | 190,867.50 | 1.41 |
| Total State School Moneys | \$13,566,994.22 | 100.00% |

(Continued on Page 301)

WHEN OLD FELLOWS GET TOGETHER

REUNION HELD BY PUPILS OF OLD LEBANON SCHOOL, ONE OF THE PIONEER RURAL SCHOOLS OF RIPLEY COUNTY, MO., THE LAST TERM OF WHICH WAS HELD IN THE FALL OF 1884, 55 YEARS AGO

THE SECOND ANNUAL reunion of the pupils of the Lebanon school, the last term of which was held 55 years ago this fall, was held recently under the shade of the primitive white oak trees beside the old school spring, in the southwestern portion of Ripley County. The files of the Prospect-News of August 1, 1884, disclose the fact that there were in the Lebanon district that year 140 children of school age. Following the 1884 school year the district was divided and the old Lebanon two-story log building was shunted into the discards as a school house, and long since was pulled down after a season of being used as a barn.

The exact enrollment of the last term

of the Lebanon school, taught by Dr. J. C. Cochran and his wife, is not known, but it was well over one hundred. At the reunion there were 31 of those old pupils present, and a check showed that there are 37 others of the pupils still living, mostly in other states.

The program of the one day's session of the old school contained historical stories, incidents of the old time school, "speeches" (recitations and declamations) by the pupils, singing and readings from McGuffey's readers. The old blue-back spellers were in evidence, but efforts to get a spelling contest failed to materialize on account of the modesty of the "scholars," and their insistence on visiting among themselves.

Front row, T. J. Henderson, Corning, Ark.; Lewis G. O'Neal, Springfield, Mo.; Mary Holland, Warm Springs, Ark.; Ollie Cox, Gatewood, Mo.; Flora Pulliam, Doniphan, Mo.; Levi Barnes, Gatewood; Martha Harman, Poynor, Mo.; Frances McArthur, Morley, Mo.; Alonzo Smithson, Gatewood; Peter Shipman, Walnut Ridge, Ark.; Frances Shipman, Gatewood.

Middle row, J. C. Harman, Poynor; H. C. McArthur, Morley; J. P. Johnston, Doniphan; S. D. Pulliam, Gatewood; Lem Pulliam, Doniphan; W. R. Holland, Doniphan; W. S. Smith, Gatewood; Eli Rush, Wichita, Kans.; Clark Holland, Warm Springs; E. T. McArthur, Gatewood; Henry Holland, Warm Springs.

Top row, W. C. Donohoe, Ponder, Mo.; Joe Tucker, Gatewood; Mark H. Holland, Warm Springs; S. L. Holland, Gatewood; J. P. Campbell, Doniphan; B. R. Pulliam, Poynor; L. B. Pulliam, Gatewood; W. B. Holland, Gatewood; W. E. Weeks, Doniphan.



The Lincoln Home Unit Activity Centers Around a Civic Interest

A CITY WITH VISION provides for the cultural growth of its citizens and the community it serves. The many beautiful homes, churches, and public buildings in Kansas City, Missouri are examples of splendid architecture. The William Rockhill Nelson Gallery of Art and the Atkins Museum of Fine Arts make it possible for everyone who lives in the city, and for everyone who lives in the Southwest and Middlewest to develop greater artistic appreciation. Outstanding works of sculpture to be found in the city are the Saint Gaudens Eagle, the Scout, the Valley Forge statue of Washington, the Pioneer Mother, and the General Jackson Monument. The Patriots and Pioneers Memorial Foundation desire to add the statue of Lincoln to this group. The plan is to have the Lincoln Monument, the first to be erected in Missouri, unveiled in 1941 when the American Legion meets in Kansas City.

Situation

For several years the school children have been asked to contribute Lincoln pennies to a fund for the erection of a Lincoln Monument. The drive usually lasts during the month of February.

The school children were asked to participate in a second civic project, The Better Homes and Garden Show, which was to be held the last week of February.

At a teachers meeting the letters inviting the school to take part in both civic interests were read and a round table discussion followed. Unanimously it was agreed that the school would avail itself of the opportunity to do its part to further interest in each of these worthy city enterprises.

In combining the two ideas there was a solution for both problems. As a Kumpf School Unit the six homes in which Abraham Lincoln lived would be reproduced and exhibited at the Better Homes and Garden Show.

Purpose of the Activity

1. To kindle in each child a real love for Lincoln.

By MARY M. HERRINGTON
Henry C. Kumpf School
Kansas City

2. To become acquainted with and to appreciate Lincoln's life in his different homes.

3. To show how in the past it was possible for an American boy from a humble home, with limited advantages to become President of the United States, and to live in the White House.

4. To give greater appreciation of sculpture and to increase the desire in each child to have a part in the erection of the Lincoln Monument.

5. To provide an interesting and worthy exhibit which was the work of the entire school.

Planning

Since this was to be an entire school activity it was necessary that all the teachers and pupils work together in perfect cooperation. The atmosphere throughout the building was wholesome and that of a busy workshop. In most cases two or more grades worked together. Each group selected the home that appealed most to the interest of the children in the group.

Altogether, Lincoln lived in six homes. These were reproduced in miniature as follows:

1. The Birthplace of Abraham Lincoln in Hodgenville, Kentucky, Lincoln's home from 1809 to 1817, was constructed by the 2nd grade with the assistance of the 5th and 6th grades.

2. The Openfaced Camp near the present site of Lincoln City, Indiana, was constructed by the 1st grade. The 6th grade girls dressed dolls to resemble Abe Lincoln, Mr. Lincoln and Mrs. Lincoln. Lincoln lived in Indiana from 1817 to 1830.

3. The home of Lincoln near Decatur, Illinois, from 1830 to 1831, was con-

structed by grades 2 and 3. A 6th grade boy who proved to be a leader was made foreman of a group of 3rd grade boys.

4. The New Salem home (1831-1837) was constructed by a 4B and 4A group of children.

5. The Springfield home, the only home Lincoln ever owned, was constructed by the children in the 5th and 6th grades. It was in this home that all of the Lincoln children but one were born. In this home Lincoln received word of his election to the presidency of the United States.

6. The White House, the home of Lincoln the President, was constructed by children in the 5th, 6th and 7th grades.

The Approach

Interest in Lincoln's homes was stimulated through pictures, stories, and lantern slides. The methods of presentation were varied to meet the needs of each group. The children brought many interesting pictures, clippings, magazine articles, pamphlets, and books. It was possible to find many stories of Lincoln on the reading level of each grade. The children in the upper grades read all available material concerning the details of the houses to be constructed. The landscaping of the ground surrounding each home was carefully studied also. Whenever one group located material that would be of value to another group, it was shared with or given to the group.

In each grade Lincoln's home life was stressed. The children were impressed that a family had to live, eat, and sleep in one room. The games young Abe played were of especial interest. There was a comparison of the schools Lincoln attended with our own modern city school. His use of leisure time was the theme of one morning's sharing period. The man who went from a log cabin to the White House was very real to the children and he had the love and respect of each child in the group. Gladly did they deny themselves candy and chewing gum that they might increase the Lincoln Monument Fund.

Problems

Each group had its own particular problems to solve. Some of the most difficult are the following:

1. How large and of what dimensions

should the tray for the miniature garden be constructed?

A group of 6th grade boys had to discover the answer before they could construct the trays which was to be one of their particular jobs. They found that a tray built on the ratio of 8 to 10 was most pleasing to the eye. The tray must be as large as could be easily moved and deep enough to permit plants to grow. After reading the rules governing the School Garden Exhibit, and after a talk with Mr. Quear, the Supervisor of the school gardens, they decided to build the tray 24 inches by 30 inches by 4 inches.

They constructed 6 trays under the supervision of the principal, since they could not have the assistance of the manual training teacher. To prevent leaking they painted the inside of the bottom of the trays with tar paint. The group decided that the trays would be more harmonious if painted with green enamel paint. This group did their part of the job unusually well.

2. How and where could the dirt be secured?

This was still a problem for the older and stronger boys. They brought shovels and a wheelbarrow to school and went to the woods for the dirt.

3. On what scale should the homes be constructed?

Each group made a house of paper or cardboard to determine a working plan for their house. It must not be too large because the surrounding landscape was of equal importance in the Garden Exhibit. Most of the houses were constructed to the scale of one-half or three-eighths inches to the foot.

4. What would be the best material to use in constructing the log houses?

All of the lower grade children brought twigs and many of them brought weed stalks. The weed stalks were uniform in size and they looked like logs. They were more easily cut, they could be split and would lie flat when glued. Two groups used weed stalks to construct their cabins, two groups used twigs and fitted them together by notching. It was no small task to secure so many twigs of uniform size. In notching and sawing the twigs, upper grade boys gladly helped the smaller children whenever their services were required.

5. How can we make a creek look like a creek?

The children were impressed with the spring and little creek from which the Lincoln family carried their water. They wanted to construct this creek. To give the appearance of a hillside, the tray was constructed ten inches high in the back. A can which was to be the spring was partially filled with pebbles and cement and placed near the foot of the hill. One side of the can was slightly cut to allow water to trickle out into the creek. The children pushed the dirt aside and put in pebbles and concrete to make the bed of the stream.

6. How can we make a winter scene without using artificial snow?

Snow does not always cover the ground in Indiana. If the ground was covered with snow the small animals and fowls would be hidden. The children had had too much fun in making these not to use them. Then, too, they gave the little log house such a homelike air. It was still winter, and in visiting the woods the boys discovered they could use moss and make the ground look dry and bare.

7. How can the chimney be made smaller at the top than at the bottom?

One boy said he could make one out of paper but he couldn't make one of logs or clay. He was put to work at making a chimney out of cardboard. His model served as the foundation for the chimney that the group made of rocks and clay.

8. How can we make a well and well sweep?

After several experiments two 4th grade girls found the answer to this question by making a mud ball and pressing with their thumbs to make the circular cavity which they walled with small pebbles. The well was inserted in the earth in the yard of the New Salem Home. A forked twig was used for the well sweep.

9. How can we join the roof of the L to the house?

That was the biggest problem of the group building the Springfield Home. The boys didn't know at what angle to saw the roof. They tried with paper but it didn't seem to work. For three days the



boys worked mornings, recesses, noon and at evenings trying to find a way to join the roof. Finally the custodian gave the boys kindly suggestions and advice and helped them and the L was joined to the house.

10. How can the steps and corner posts be made?

Several boys whittled models. The best were used. It proved to be a difficult feat to whittle many porch posts exactly alike.

11. How high should the fences be?

Two houses were surrounded by "stake and rider" fences, and one by a white picket fence. Actual experiments answered these questions. Building the fences gave a large number of children a chance to work on the exhibit.

12. How can we cut the "gingerbread" around the top of the White House and how can we cut and make the windows?

A white cardboard was used in constructing this house. The windows could be cut with a knife or by scissors. The openwork or "gingerbread" was also cut with scissors. Oiled paper was used for the windows.

13. When is the proper time to sow the grass seed?

A week from the time the exhibit was to go proved to be right. Grass planted too early gets too tall.

14. What flowers and plants shall we use in landscaping?

Use any that are pretty and colorful and that suggest the landscape you are



School display of Lincoln Homes "From Cabin Up to Capitol."

trying to reproduce. They must be in proportion to the miniature house and garden.

Correlations

The activity was rich in oral language for all grades. There were many morning talks in the sharing period. The discussions stimulated imagination and judgment. There were dramatizations and a Lincoln play was written by one group.

Each child made an attractive artistic invitation and wrote a formal invitation inviting his mother to a Lincoln Program and a Silver Tea. The offering from the tea went to the Lincoln Monument Fund.

The children developed much skill in careful placing of material in the landscape so that it would present an interesting appearance. Arithmetic, art, music, nature study, shop, and domestic science were all interestingly and purposefully linked and the construction of the Lincoln Homes Unit afforded an opportunity for valuable creative expression to almost every child in school.

Outcomes of the Lincoln Homes Activity

1. We raised our quota for the Lincoln Monument Fund.
2. We had a worthy school exhibit for the Better Homes and Garden Show and won a blue ribbon and a cash prize of \$4.00.
3. The birthplace was exhibited in the Better Homes and Garden Show at St.

Louis, Missouri. The Openfaced Cabin and the New Salem Home were exhibited at Manhattan, Kansas. These homes won ribbons. There was no cash prize.

4. The Kindergarten, first and second grade classes converted their trays into rock gardens. A sixth grade group made a Japanese Garden which led to summer gardening.

5. In an activity, Homes of the World, afterwards worked out by the third grade, the experiences these children had with the Lincoln Homes proved very helpful. The two activities seemed to be closely related. Puppets and picture shows were the culmination of the unit.

6. There was increased interest in the School Beautiful Club. The children of all grades were interested in beautifying the school and in planning, planting, and working in the school rock gardens.

7. The Annual Spring Festival of the entire school had for its central theme the study of our city beautiful.

8. One of the greatest benefits derived from the activity was the kindling of a real love and respect for Lincoln, in the hearts of the children. There is no way to measure how far-reaching this influence may be.

9. The fine spirit of cooperation between pupils of all grades as well as all the teachers working on a unified effort gave a wholesome morale to the school which was one of the greatest values of the activity.

"I Only Teach Third Grade"

SOME YEARS AGO a recently organized professional group held a get-together dinner while in attendance upon the meeting of the Department of Superintendence. Each guest was asked to introduce herself and give her position. Down the long table they rose, one after another, nearly all of them naming some administrative or executive position, until at the end of the table stood a young woman who said, almost with embarrassment in her tone, "I only teach third grade."

Every now and then there comes occasions and needs which make us aware of the vital importance of some disregarded factor and prove to us that education is a chain of experiences each linked to another and like all other chains, no stronger than its weakest link which may give way under strain.

A recent report on mental hygiene gave the disturbing statement that the hospitals have more than half their beds occupied by mental cases—cases of mental disorder being more than equal to all other diseases combined. The report also emphasized the fact that very frequently, mental irregularities are evident in children in the lower grades. Such irregularities often appear to parents as bad behavior which should be corrected by punishment. In many such cases punishment only gives momentary relief to the parents' impatience while it deepens and too often fixes permanently the trait it seeks to remove. Uncorrected, such cases all too often, create a desire to "get even" which leads the child into malicious mischief and perhaps starts him on a criminal career. Many of these mental cases are not serious at first, and may often be a reflex from some physical disorder which can be easily removed once it is recognized.

Because of the vital importance of this situation, "teaching in the third grade" or any other contact with young children, takes on such great significance that, by comparison, what is taught in traditional subject matter is far less important than attention to physical health and emotional reactions which in turn react upon character development.

By ELLA VICTORIA DOBBS
Columbia

A few years ago the school concerned itself almost wholly with the "three R's." Earlier conditions probably justified this emphasis to a considerable extent. Then large families were common. Children learned much from each other. The older children felt responsibility for younger brothers and sisters. The very fact of numbers necessitated a give and take among them. Families lived close to nature. Even in towns the majority of families had large yards, each with a garden, and quite frequently, a horse or two, a cow, a pig, and some chickens. Each member of the family had a share in the daily *chores* involved in the care of these possessions.

Looking back over long years most of us (for the writer is drawing on personal history) cannot remember when we first began to make a contribution to household industry and such duties were taken as a matter of course. Incidentally, they had a potent influence on character development and in a considerable degree, tended to overcome irregularities and straighten out mental twists which under modern living conditions find no natural outlet or restraining circumstance.

We seem now to have too many "only" children, a situation which leads to pampering on the part of parents and to selfishness on the part of the children. Modern conveniences in small apartments have made *chores* all but vanish from the family program. Those parents who realize the value of developing definite responsibilities in their children find it difficult to select jobs that do not show at once that they are "trumped up" and superimposed on the child, rather than being the outgrowth of real necessity. Thus they lose their chief value. It is frequently pointed out by students of criminology that a large percentage of criminals are abnormal mentally or physically or both. All these factors point to the vital importance of the early years of childhood. "As the twig is

bent the tree is inclined." Some one expressed a regret that babies were not born into the world labeled with "*Directions for Use*," and much as we may admire and idealize mother instinct, it does not serve as a trustworthy basis for child guidance.

When we, the people, become fully aware of the importance of these early years, we will hear less frequently about closing the kindergartens as an "economy measure" and more often about opening new kindergartens. Then Missouri will amend her constitution to make the kindergarten an integral part of the public school system by removing the age limit of 6 to 20 years for the use of public school monies.

Any one who has taught young children for any considerable number of years and has been able to follow their progress through adolescence, knows that in large measure they retain the character traits and emotional habits which were evident when they entered school at six. It is because these traits and habits, established in the pre-school years cling with such tenacity and are so difficult to modify after six, that the year or two of kindergarten experience is so beneficial. There the teacher focuses attention on the child himself, rather than on his acquisition of facts or even the tools for later study—the three R's. Statistics seems to indicate that the time and expense of the kindergarten period is in reality an economy in the greater proportionate speed with which those children progress later. The limited research in that field seems to indicate that fewer kindergarteners become repeaters than do non-kindergarten pupils.

Since babies do not bring with them "*Directions for Use*" and since the character traits begin to manifest themselves so early, (some doctors say the first few weeks of a baby's life decide whether the baby or the mother is to be master of the situation), thoughtful students of child development are discovering the value of the pre-kindergarten and the nursery school. These serve in a measure to offset the loss noted above in our modern living conditions and the handicaps of the "only" child.

Only a small fraction of the general public can, as yet, see beyond the money cost of schools in the sum total, and the

majority are still inclined to "save money" on the little folks who cannot rebel.

In an address before the *National Fifty Years In Business Club* on May 20, 1939, Mr. J. Edgar Hoover said: "The record of fifty years of crime in America should cause us to bow our heads in shame . . . While our population has doubled, crime has multiplied itself. No single industry or business, even a hundred years old, is comparable in magnitude with the illegal activities of criminals . . . Great progress has been made in crime detection and apprehension, but little has been done to strike at the sources of crime." He included these painfully significant figures: We have an army of lawbreakers numbering over 4,750,000. This is three and one-half times more criminals than there are students in our colleges and universities. For every school teacher in America there are nearly four and one-half criminals. Our annual crime bill is fifteen billions of dollars, or about one hundred twenty dollars for every man, woman, and child in the country. This is five or six times as much as we spend on education. It is equal to the total cost of food. It is greater than the annual amount of Federal, State and Municipal Taxes.

A suggestion that we double the amount invested in the education of our oncoming generation, especially that spent on young children, would be voted down at once in almost any community as preposterous. But let us consider the case for a moment. There are known to be some 700,000 young criminals in this country under 21 years of age. One hundred and thirty thousand such were arrested in the year ending December, 1938, according to an official report. A large percentage of these show abnormal physical or mental traits. Where case histories are available they show that these abnormalities were evident in early childhood in the majority of cases.

"One former is worth a dozen reformers." It is much easier to form a young child's habits than to reform a criminal. Might it not then be wise to grapple with this crime army at its source and put into wider use the excellent methods which have already been proved, while we continue our search for still more efficient measures?

Suppose we were to take from those

billions now spent to pay the crime bill one dollar to be added to each dollar now invested in the care of young children.

Is it not a pretty safe guess that ere long we would more than save that money in the reduction of the cost of crime, to say nothing of saving the attendant sorrow and suffering?

Not all of this extra dollar would go into the schools directly. The first essential is decent living conditions—comfortable homes and sufficient food.

We need to increase greatly our emphasis on health care and wholesome recreation. In some schools it would mean emphasis on good equipment and well trained teachers *even in the third grade*, for every one who deals with the young

child in these sensitive years should have broad training and experience. The teacher should be able to detect symptoms of abnormality and know what methods apply and what agencies deal with special cases.

When the question of schools and community improvement is before us we have a choice. We *may* decide upon improvement, but too often we vote it down because we see the immediate cost and not the future benefits. When the gangster robs and murders we have no choice. We *must pay the bill*.

Shall crime continue to multiply itself through the next fifty years? Or shall we choose to grapple with this monstrous evil at the fountain head of the polluted stream?

Discussion As Aid to Learning Tested By Minnesota Teacher

FOR THE FIRST TIME, a scientific measure has been taken of attitudes which derive from the discussion of controversial subjects, in an experiment conducted by Dr. William Murray Timmons, of Carleton College, Northfield, Minnesota, with 672 Ohio high school students. The results, published recently by the Bureau of Publications at Teachers College, Columbia University in New York City, showed that talking things over is a much more satisfactory method of reaching a good solution than re-studying facts.

The question used for the purpose of the test, "What, if anything, should be done about Ohio's method of releasing convicts from prison?" was chosen not only because it was controversial, but because the average person had little knowledge of the subject whereas the expert could offer a judgment accurate enough to be used as a basis for the validity of the final results.

In carrying out the experiment the entire group spent two class periods studying a pamphlet of strictly factual material about the general organizations of prisons and the parole set-up. During the third class meeting, however, one group again studied the facts, while the remainder

freely discussed the problem. Careful tests were administered to the boys and girls before and after each session to determine as accurately as possible every change in point of view.

After taking into consideration all the implications and factors that occur in real life but which could not be included in an experiment of this type, Dr. Timmons concluded that while all of the students made reliable gains in ranking the given solutions to the parole problems, the "discussing" students showed more gains after discussion than the other students after re-study. The students of low intelligence arrived at good solutions practically as well as those of high intelligence, he found. Furthermore, students with wrong answers improved their answers a great deal after discussion, even when the discussion was with other individuals with wrong answers, while students with good answers were seldom pulled down after discussing with students having poor answers.

Dr. Timmons also notes that, "the method appears to be ideal for use in the classroom to handle controversial social problems which arouse too much community criticism if the teacher tries to present in traditional ways his own solution to the problem."

Plans for State Meeting Feature Departure from Usual Program

PRESIDENT WILLARD E. GOSLIN has completed the major plans for the State Teachers Annual Meeting in St. Louis, November 15-18. The program offers a departure from the usual teachers convention in several respects. The number of speakers appearing on the general programs has been reduced, and we do mean it. For the general session on Friday morning there will be substituted approximately a hundred demonstration and discussion groups. Each of these groups will center their attention on some live problem of education. Children and materials will be used in some of the demonstration groups in order to produce actual classroom situations. On the assumption that more time is needed for the study of certain pertinent problems than is afforded in one meeting, several discussion groups have been organized and will meet in session three or four times.

The Delegate Assembly composed of over nine hundred delegates elected from the many community associations will meet in the Gold Room of the Hotel Jefferson, Wednesday, November 15. This democratic body of teachers, principals, and superintendents will pool their knowledge and experience in an effort to transact the necessary business of the Association in a democratic manner.

Dean William F. Russell, Teachers College, Columbia University, New York City, will deliver the principal address at the

first general session Thursday morning. Thursday afternoon there will be four sectional meetings: one on rural education which will be addressed by Miss Helen Heffernan, Director of Elementary Education in the California State Department of Education; Howard Yale McCluskey, Associate Professor of Educational Psychology, University of Michigan, will be the main speaker on secondary education; the college and university group will hear Ernest O. Melby, Dean of the School of Education, Northwestern University; and the elementary people will be addressed by E. T. McSwain, Associate Professor, Northwestern University.

Arrangements are incomplete for Thursday evening.

The departmental sessions will be held Friday afternoon as usual. An evening of entertainment on a high cultural level is anticipated for Friday night when the St. Louis Symphony Orchestra will furnish an outstanding musical program which will be followed by an address by the famous poet, critic, essayist, and editor, Louis Untermeyer.

The general session Saturday morning will be an all Missouri program with the following noted people appearing: Honorable Lloyd C. Stark, Governor of our State; State Superintendent Lloyd W. King; and Mrs. Frank E. Dorsey, State President of the P. T. A.

The Municipal Plaza, St. Louis, showing in upper left the Municipal Auditorium where the convention will be held.

—Photo Chamber of Commerce, St. Louis



A Design For Secondary Schools In Missouri

By L. A. VAN DYKE
Curriculum Director, Missouri State
Department of Education

IT IS SOMETIMES EASY for a professional group, working on a technical problem, to lose its sense of perspective and to become so involved in the "niceties" of the technique as to lose the point of view of the consumer or group it is attempting to serve. While the value of professional investigation and experimentation is generally recognized, laymen frequently lose patience with certain projects which seemingly have little practical significance.

Educators have not been entirely free from such criticism. Many parents and patrons of the public schools fail to become wildly enthusiastic over such educational movements as "vitalizing," "functionalizing," "integrating," "fusing," etc. Nevertheless, these parents and patrons are genuinely concerned with the program of public education and regardless of the fact that the term "to teach" is looked upon with disfavor in some professional circles, they are deeply interested in what the schools are trying to teach.

Anything that smacks of deliberate planning in these days of "Mein Kampf," five-year plans, and similar formulae for living other people's lives, is regarded with some degree of suspicion. However, in the face of a pronounced prejudice against planned educational activities, there remain a great many educators who believe in setting up certain specific goals and attempting to develop a program which is consistent with these goals. Very likely the supporters of both viewpoints are genuinely concerned with developing a school program that will effectively meet the needs of boys and girls, and possibly any differences which exist are greatly reduced in actual classroom practice.

A number of educational organizations and institutions in Missouri have been making a renewed effort for more than a year to answer the question of what to teach in the secondary school. Certain it is that this question is one frequently raised by teachers, administrators, and parents throughout the state. Too frequently, however, members of the several

curriculum revision committees are asked, "what are you or what is the state going to do with social studies, science, etc."

As a matter of fact the state, and individual members of production committees, can do very little other than to suggest. The question of, "what are we going to do," must be answered by teachers, administrators and parents in response to specific situations in local communities and with specific needs of individual boys and girls in mind.

Prepared curricular materials may be of little value in a functioning program of secondary education other than to assist in the growth of teachers and pupils by suggesting certain educative experiences. In the final analysis, then, the effectiveness of any school program must be determined by the experiences which young people have under the leadership and guidance of good teachers. Courses of study may serve to give these experiences a sense of direction toward certain desirable goals, but if these prepared outlines are followed in minute detail and without imagination, the program becomes ineffective.

There are several acceptable approaches to a curricular program; one group would begin with the child as the basis for developing activities, another would begin with certain well-defined systems of knowledge, and, a third would begin with an attempt to define certain social purposes. The Missouri program is based upon an effort to agree upon a guiding philosophy and statement of purposes to be supplemented by a definition of the secondary school.

Early in 1938 a committee was appointed to develop a statement of philosophy and purposes for secondary schools in Missouri. A tentative statement was published

and served as a basis for discussion in various professional meetings. A questionnaire was then sent to every public high school in the state, together with the request that the faculties of these schools submit a "pooled" expression of suggestions for revising the original statement. Suggestions were received from more than 400 of Missouri's 962 public high schools and the preliminary statement was revised in light of these suggestions.

It was felt that the next step essential in a workable program for developing curricular materials should be a definition of the secondary school. A planning committee of eleven members, including two city superintendents, two high school teachers, two secondary principals, two teacher's college deans, two university professors, and a member of the State Department of Education, was appointed to draft a skeleton design for the secondary school and to coordinate the activities of the curriculum production committees.

Some of the questions which the committee felt were fundamental to the actual preparation of suggested activities and materials are as follows:

1. What constitutes the high school curriculum?
2. What is general education?
3. What emphasis should be placed upon general education?
4. What emphasis should be placed upon differentiating education?
5. Should the secondary curriculum retain the identity of subjects?
6. What learning areas should comprise general education in the program of studies?
7. What purposes should be served by general education?
8. What purposes should be served by differentiating education?
9. What is the relation of administrative and auxiliary agencies to the curriculum?

The committee accepted a commonly expressed definition of the curriculum, that, "the curriculum includes all of those educative experiences for which the school accepts responsibility." It was felt that the following six purposes proposed by the Committee on Philosophy were consistent with this definition:

1. To attempt to develop in pupils

those types of likenesses necessary for proper social integration.

2. To help young people to become intelligent consumers.
3. To promote effective participation in a democratic culture.
4. To assist the individual in finding his interests and capacities and to direct these into those channels in which they can be of maximum use.
5. To help individuals develop their abilities to the limits of the facilities for such development that the local school can offer.
6. To assist some pupils to prepare for work in higher educational institutions while at the same time assisting a larger number of pupils to prepare for entering directly some occupation or vocation.

It is the belief of the Planning Committee that these purposes can be realized only through the coordination of all of those facilities which make up a secondary school. The program of studies must make many contributions, while the administrative personnel and organization, the extra-curricular program, the teaching staff, the library, the plant, and the guidance program must make many others.

It is felt that the secondary school must continue the program of social integration begun in the elementary school, but that it must also provide differentiating experiences for youth. *The first three purposes, as proposed for secondary schools in Missouri, should provide a sense of direction for those common experiences in which all youth should participate. These experiences constitute the program of general education or the core-curriculum of the secondary school. At the same time, any program to provide differentiating experiences designed to meet the special needs and interests of secondary school pupils, should be guided by the last three purposes.*

Learning is an active and unitary process rather than passive and discontinuous. Certainly, real life experiences are not broken up into isolated bits of language, history, government, mathematics, and science. However, it is the opinion of the Planning Committee that any curriculum program can be effective only through the intelligent and mature guidance and

leadership of competent teachers and that teachers should be thoroughly conversant with the philosophy and means of achieving the school program in order to achieve this effectiveness. For this reason, it is felt that any transition from a traditional subject-centered curriculum to a program organized in terms of functioning life experiences must be attempted carefully and by degrees. Therefore, the committee has recommended that that part of the curriculum which may be realized through the program of studies should retain the identity of subjects within certain large learning areas.

Seven learning areas have been proposed for general education or the core-curriculum for Missouri high schools. These seven areas are as follows:

- | | |
|----------------------------------|-------------------|
| 1. Language Arts | 4. Mathematics |
| 2. Social Studies | 5. Fine Arts |
| 3. Natural Sciences | 6. Practical Arts |
| 7. Physical Education and Health | |

Each of the areas should provide experiences which will contribute to the realization of *one or more* of the stated purposes for secondary schools. Specific objectives, activities, information, skills and attitudes developed through these areas may be justified only as they contribute to the general purposes.

To assist in developing a more complete statement of design, the Planning Committee organized central committees in each of the seven learning areas. Each central committee was requested to submit a statement of general objectives and a brief outline of materials and activities for its area. Although the Planning Committee has not had an opportunity to consider all of the recommendations from the central committees, it plans to review them early in October and attempt to define the scope of the program of general education for the secondary schools of Missouri at that time.

Typical of the type of report being submitted by the several central committees is the one for the social studies. *This statement is entirely tentative and must be passed upon by the Planning Committee before becoming official.* It is presented here merely to illustrate the type of report being prepared by the central committees. After these preliminary recommendations have been coordinated by the Planning

well-balanced and workable secondary Committee so that they will fit into a school program, production committees will be organized to prepare courses of study to assist teachers and pupils in planning and developing learning experiences which may contribute to the functions of secondary education in a modern democratic society.

MISSOURI SECONDARY SCHOOL CURRICULUM PROGRAM—REPORT OF THE CENTRAL COMMITTEE ON SOCIAL STUDIES TO THE PLANNING COMMITTEE

Recommendations for Core Materials in Social Studies

I. Objectives in the Social Studies

1. To develop skill in methods of obtaining and evaluating information relative to man and his social, economic, and political relations.
2. To develop skill in the methods of handling information in social studies; in analyzing large themes, combining elements, and drawing conclusions.
3. To assist pupils to develop those social habits which will contribute to personal efficiency and stability.
4. To develop respect for the rights and opinions of others.
5. To develop within pupils a feeling of the worth of human life and an attitude to helpfulness and sympathy for one's fellow men.
6. To develop within pupils an interest and desire to participate in contemporary economics, social and political affairs.
7. To develop within pupils a reasoned patriotism for the United States and our national culture.
8. To develop within pupils a knowledge and acceptance of the rights and responsibilities of individual citizens in a democratic state.
9. To develop within pupils a sense of discrimination and critical fairness between special economic and political groups and national interests.
10. To develop within pupils a feeling of catholicity of spirit in world affairs.
11. To develop within pupils an appreciation and understanding of arts and letters in relation to living.
12. To assist pupils to acquire a true and realistic understanding of the social groups in which they live.
13. To assist pupils to acquire a knowledge of the past that they may understand and appreciate present economic, social, and political problems.
14. To develop within pupils an understanding of the social, economic, and political effects of the natural physical environment on man.
15. To assist pupils to obtain accurate and usable information concerning occupa-

tional opportunities and to explore their own capacities to fit into available occupational situations.

II. Suggested Core Curriculum for Social Studies

A. General recommendations

The central committee in social studies recommends that four units of social studies be required for all pupils to qualify for graduation from a Missouri high school.

The following specific units are recommended to be included:

- Grade IX—Socio-economic geography
- Grade X—World history
- Grade XI—American history
- Grade XII—Any two of the following four half-year courses:
 - 1. Sociology
 - 2. Economics
 - 3. Political problems
 - 4. International relations

B. Skeleton outline of courses

Grade IX. Socio-economic geography

This course should be a study of the cultural landscape superimposed upon the physical landscape. It requires an analysis of the natural environment, including location, relief, climate, soil, and all natural resources: plant, animal, mineral, and human. It further requires a careful study of the work of man in shaping, modifying, and utilizing all features of the natural environment.

Modern geography therefore is a study of the political, economic and social effects of the natural environment. Although the home community, state, and the United States should receive the greatest emphasis, the course should include a study of the same factors as applied to the world as a whole. The course should not be a repetition of elementary school geography. Neither should it emphasize the physical or economic basis to the exclusion of the cultural.

The course aims to give the pupil a new and broader vision of the part which the natural and cultural environments play in human affairs.

Grade X. World history

This course would stress the development of world cultures. Special attention should be given to the development of institutions which are important in contemporary world society: religion in Asia and Europe; the fine arts; the practical arts; science and mathematics; law and government; philosophy, education; etc. In the more recent history the background for contemporary world problems would be developed; some attention would be given to current events in this phase of the work. The student should be encouraged to feel the general sweep of world history and to understand the development of the modern mind from the beginning of scientific investigation in the 17th century.

Grade XI. American history

This course should supplement but not repeat the work carried on in Grades VII and VIII. It should include: a chronological review of American history to 1829; a topical organization of subject matter on such topics as American agriculture, labor, industry,

finances, foreign policy, etc. Emphasis should be placed on the rise and present strengths as well as weaknesses of democratic public education, democratic leadership in agriculture, industry, labor, and politics.

Grade XII. Contemporary problems of American society

This course is intended for those high schools where there is a demand for more than four units of social science. It could be offered in Grade XI with American history and following world history or in Grade XII with contemporary American problems. Typical units in this course would be: international organization and world peace; comparative theories of government, democracy, fascism, and communism; imperialism; comparative religion; comparative world cultures, primitive, medieval and modern; world markets, tariffs, economic nationalism and free trade; science in the modern world; etc.

III. Suggested Development for One Year of Work in Social Studies

Twelfth Grade Problems

Governmental Problems. (Making democracy efficient and responsible)

1. Propaganda and Public Opinion
2. The American Party System
3. Problems of Lawmaking in the United States in the National, State and Local Government
4. Executive and Administrative Problems in the National, State and Local Government. Civil Service, etc.
5. Problems of the Judiciary in the Nation and in our states
6. America's Tax Problems—National, State and Local

Social Problems.

1. Selection and Distribution of America's Population
2. Need for a More Effective Family Life
3. Racial Understandings in our Country and in the World
4. Treatment and Prevention of Crime
5. Caring for the Needy and Handicapped
6. Conserving Human Resources
7. America's Problems in Training Her Youth (Education)

Economic Problems.

1. American Economic Structure: Its nature, its strength and weaknesses
2. American Problem of Maldistribution of Wealth and Income
3. America's Problem in Production of Goods and Services
4. The Problems of Consumption
5. Conserving our Natural Resources
6. America's Agricultural Problems: Technology Changes our Farms: The Surplus, Waste and Tenancy
7. Housing in America—Urban and Rural
8. America's Credit Structure: Banking, Savings and Life Insurance

Problems of International Society.

1. Modern Imperialism
2. Democracy, Communism, and Fascism in World Imperialism
3. The World's Struggle for Peace

District Teachers Association Programs

Among those scheduled to speak to the general sessions of the District Associations are: many outstanding educators, a humorist, an editor, a congressman, a religious leader, and a journalist.

Northeast Missouri Teachers Association, Kirksville, Oct. 12, 13.



Mary H. Acuff

OFFICERS

President, Mrs. Mary H. Acuff, Paris
First Vice-President, Mr. M. B. Vaughn, Montgomery City
Second Vice-President, Mrs. Blanche Taylor, Unionville
Secretary-Treasurer, Mr. L. A. Eubank, Kirksville

Executive Committee:

Mrs. Juanita Sanders, Troy
Mr. A. R. Gwynn, Paris
Miss Evelyn Bates, Perry
Mr. J. T. Angus, Kirksville



L. A. Eubank

GENERAL INFORMATION

Meeting of the House of Delegates, Thursday,
October 12, 1:30 P. M. Room 101, Library
Building.

FIRST GENERAL SESSION

Thursday, October 12, 9:00 A. M.

Kirk Auditorium

- 9:00 Mrs. Mary H. Acuff, Presiding
Music—High School Band, Memphis, Missouri
Invocation—Rev. Ralph M. G. Smith, Baptist Church, Kirksville.
- 9:15 Welcome—Dr. Walter H. Ryle, President, Northeast Missouri State Teachers College.
Response—Mrs. Mary H. Acuff, President of the Association.
- 9:30 "Are the First Hundred Years the Hardest"—Mr. Lloyd W. King, State Superintendent of Schools, Jefferson City, Missouri.
- 10:00 "A Date With the World," Mr. G. Bromley Oxnam, Bishop of the Methodist Church, Boston, Mass.
- 11:00 "What Are Schools For?" Mr. Willard E. Goslin, Superintendent of Schools, Webster Groves, and President of the Missouri State Teachers Association.

DEPARTMENTAL SESSIONS

Thursday, October 12

Home Economics Luncheon

12:15 P. M.

Room 314, Science Hall

Address—Mrs. Daisy Kilgore, Department of Home Economics, University of Nebraska.

Rural and Elementary Education

1:30 P. M.

Kirk Auditorium

Mrs. Merle T. Bradshaw, Presiding

- 1:30 All District Rural School Chorus—Directed by Mrs. W. T. Reeves, Supervisor of Rural School Music, Adair County.
- 1:50 "Language Arts in the Elementary Schools"—Dr. Dora V. Smith, Professor of Education, University of Minnesota.
- 2:30 Choral Reading—Elementary Grades, Monticello Public Schools, Directed by Miss Marievelyn Eisenberg, Teacher of Intermediate Grades, Monticello.

Business Education

1:30 P. M.

Miss Maurine Ballance, Presiding

- "The Personal-Use Values in Elementary Book-keeping"—Mr. Ernest A. Zelliot, Director of Business Education, Public Schools, Des Moines, Iowa.
- "The Secretarial Course of Study"—Discussion Leader, Miss Freda Bruns, Assistant Professor of Business Education, Northeast Missouri State Teachers College.

Fine Arts

1:30 P. M.

Room 307 Baldwin Hall

Miss Claire H. Wile, Presiding

- "Appreciation Through Self-Expression"—Demonstration by Pupils of Greenwood and Junior High Schools, Kirksville.

School Administration

1:30 P. M.

Little Theatre, Baldwin Hall

Mr. Dean Johnson, Presiding

SCHOOL AND COMMUNITY

"Another Educational Objective"—Mr. John L. Bracken, Superintendent of Schools, Clayton, Missouri.

Mathematics

1:30 P. M.

Room 104, Pickler Library

Mr. Glenn Tharp, Presiding

"Problems in the Teaching of High School Mathematics"—Round Table Discussion.

Agriculture

3:00 P. M.

Room 207, Pickler Library

Mr. Conrad White, Presiding

"What is New in the Science of Agriculture," Sound Motion Pictures—Mr. Smith T. Powell, County Extension Agent, Adair County.

Language and Literature

3:00 P. M.

Room 202, Baldwin Hall

Miss Francile Bailey, Presiding

"English Problems in the High School"—Dr. Dora V. Smith, Professor of Education, University of Minnesota.

Elementary School Principals

3:00 P. M.

Room 203 Baldwin Hall

Mr. C. H. Allen, Presiding

"The Elementary School Principal in Missouri, Present and Future"—Dr. Frank H. Gorman, Principal, University Elementary School.

Science

3:00 P. M.

Room 308, Science Hall

Mr. W. J. Bray, Jr., Presiding

Program to be Arranged.

Music

3:00 P. M.

Recital Hall, Baldwin Hall

Mr. Byron W. Munson, Presiding

Woodwind Recital—Clinic—Mr. Himie Voxman, Assistant Professor of Music, University of Iowa.

Social Science

3:00 P. M.

Room 106, Pickler Library

Mr. V. Don Hudson, Presiding

"Our Constitution and Civil Liberties"—Dr. Ethan Allen, Professor of Constitutional Law, State University of Iowa, Iowa City, Iowa.

Schoolmasters Club Banquet

Thursday, October 12, 6:00 P. M.

Masonic Temple

East Harrison Street, Two Blocks East of Public Square
Sixty-five cents a plate

SECOND GENERAL SESSION

Thursday, October 12, 8:00 P. M.

Kirk Auditorium

Mr. M. B. Vaughn, Presiding

8:00 Music—All-District High School Band, Mr. Karl Webb, Director

8:30 "Wisdom in Wit"—Strickland Gillilan, The Nation's Humorist, Washington, D. C.

9:30 Social Hour and Dancing—Paul Heabertlin's Band, Courtesy of the Kirksville Chamber of Commerce.

THIRD GENERAL SESSION

Friday, October 13, 9:00 A. M.

Kirk Auditorium

Mrs. Blanche Taylor, Presiding

9:00 Music—Kirksville Senior High School. Invocation—Rev. Pyron McMillen, First Presbyterian Church, Kirksville.

9:15 "Leadership for Tomorrow"—Mr. Cameron Beck, Lecturer, Vocational and Industrial Relations Consultant, New York City.

10:15 Address—Miss Florence Hale, Editor of "The Grade Teacher," and Past-President of the National Education Association.

Kappa Delta Pi Luncheon

Friday, October 13, 12:00 Noon

Write Miss Nina Clare, Teachers College, Kirksville, for tickets.

FOURTH GENERAL SESSION

Friday, October 13, 1:00 P. M.

Kirk Auditorium

Mrs. Mary H. Acuff, Presiding

1:00 "Education for Democracy"—Dr. George E. Axtelle, Associate Professor in Education, Northwestern University.

2:00 "The Creative Approach to Education"—Mr. C. Lowell Lees, Professor of Speech and Director of the University Theatre, University of Minnesota, Minneapolis, Minnesota.

3:00 "Why America Should Keep Out of War"—Hon. Hamilton Fish, Congressman from New York, Ranking Member of the House Committee on Foreign Relations.

FOOTBALL GAME

7:30 P. M.

Northeast Missouri Teachers vs. Southeast Missouri Teachers. Admission 75 cents.

HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE ST. LOUIS CONVENTION, NOV. 15-18, 1939?

Remember that the business of Your Association is transacted by the Assembly of Delegates elected by the various community associations in the State.

Be sure that your delegates have been properly elected and certified to the State Secretary, Thos. J. Walker, Columbia, Missouri.

NOVEMBER FIRST IS THE DEAD-LINE. Your delegates must be elected before that date.

Northwest Missouri Teachers Association, Maryville Oct. 12, 13



Hattie M. Jones

OFFICERS
President, Hattie M. Jones, St. Joseph
First Vice-President, H. D. Williams, Craig
Second Vice-President, Leonard Jones, St. Joseph
Third Vice-President, Earl S. Teegarden, Kingston
Secretary, Bert Cooper, Maryville
Treasurer, Hubert Garrett, Maryville
Executive Committee:
C. K. Thompson, Pattonsburg
Fred L. Keller, Tarkio
Wm. E. Booth, Fairfax



Bert Cooper

FIRST GENERAL SESSION

**Thursday Morning, October 12—9:00 o'Clock
College Auditorium**

- Miss Hattie Jones, President, Presiding
- 9:00 Invocation. The Reverend Sherman B. Moore, First Christian Church, Maryville.
 - 9:05 Piano Solo, Miss Janet Leeder, Department of Music Education, The Northwest Missouri State Teachers College.
 - 9:15 Address, "And with Your Wisdom," Miss Hattie Jones, President.
 - 9:30 Address, "Leadership for Tomorrow," Mr. Cameron Beck, Vocational and Industrial Relations Consultant, New York City.
 - 10:10 Address, "The Creative Approach to Education," Dr. C. Lowell Lees, Associate Professor of Speech and Director of University Theatre, University of Minnesota.
 - 10:50 Address, Mr. Uel W. Lamkin, President, The Northwest Missouri State Teachers College and Secretary-General, World Federation of Education Associations.
 - 11:30 Announcements and adjournment.

JOINT SESSION OF ALL DEPARTMENTS

**Thursday Afternoon, October 12—3:00 o'Clock
College Auditorium**

- Mr. Homer D. Williams, First Vice-President, Presiding
- 3:00 Address, Dr. Florence Hale, Editor, "The Grade Teacher," Darien, Connecticut.
 - 3:30 Address, "Art's Place in Child Development," Miss Elizabeth Robertson, Director of Art, Chicago Public Schools.
 - 4:00 Adjournment.

ANNUAL "HOMECOMING"—Thursday

- 6:00 "Homecoming" and Teachers Association Dinner.
- 7:00 Annual Business Meeting.
- 7:40 Report on Necrology, Mr. Wm. F. Tompkins, Elmo.
- 7:45 Adjournment.

SECOND GENERAL SESSION

**Thursday Evening, October 12—8:00 o'Clock
College Auditorium**

- Dr. J. W. Jones, Dean of the Faculty, The Northwest Missouri State Teachers College, Presiding
- 8:00 Music, The Northwest Missouri District High School Orchestra, conducted by Mr. Paschal Monk, Director of Music, State Teachers College, Maryville.
 - 8:30 Address, "Why Should America Stay Out of War?" The Honorable Hamilton Fish, Congressman from New York, Ranking Member of the House Committee on Foreign Relations.
 - 9:30 Adjournment

THIRD GENERAL SESSION

**Friday Morning, October 13—9:00 o'Clock
College Auditorium**

- Mr. Uel W. Lamkin, President The Northwest Missouri State Teachers College, Presiding
- 9:00 Music. The Northwest Missouri District High School Orchestra, conducted by Mr. Paschal Monk.
 - 9:30 Address, "World Developments and Their Implications for Missouri Schools," The Honorable Lloyd W. King, State Superintendent of Schools.
 - 10:05 Address, "What are Schools For?" Mr. W. E. Goslin, President, The Missouri State Teachers Association.
 - 10:35 Address, "Wisdom and Wit," Mr. Strickland Gillilan, Member White House Correspondents' Association and National Press Club, Washington, D. C.
 - 11:35 Announcements.
 - 11:45 Adjournment.

FOURTH GENERAL SESSION

**Friday Afternoon, October 13—1:00 o'Clock
College Auditorium**

- Platform Guests, Association Officers 1939-1940
- 1:00 Violin Solo, Miss Jacinta Kampmeier, The Northwest Missouri State Teachers College Conservatory of Music.

- 1:10 Introduction of New Officers, Miss Hattie Jones.
 1:15 Address, "A Date with the World," Bishop G. Bromley Oxnam, Boston, Massachusetts.
 2:15 Adjournment to Department Meetings.

DEPARTMENTAL MEETINGS

Thursday Afternoon, October 12 JOINT SESSION OF COLLEGE AND HIGH SCHOOL SECTIONS

- 2:00 o'Clock—Room 327
 Mr. David Max, Presiding
 2:00 Address, Mr. Cameron Beck.
 2:30 Business Meeting.
 2:45 Adjournment to Joint Session of all departments.

Speech Division

- 12:15 o'Clock—Hotel Bainum
 Dr. J. P. Kelly, Presiding
 12:15 Luncheon.
 1:30 Address, "Speech and Richer Living," Dr. C. Lowell Lees, Director of University Theatre, University of Minnesota.
 2:00 Open Forum.
 2:30 Business Meeting.
 2:45 Adjournment to Joint Session of all Departments.

Vocational Guidance Division

- 1:15 o'Clock—Room 125
 Mr. Wallace Croy, Presiding
 1:15 Information and equipment that should be assembled to aid in the teacher-pupil interview. Mr. R. A. Ginn, Principal, Tarkio High School.
 1:25 Problems likely to be encountered in planning and conducting interviews. Mr. Virgil Muse, Principal, Trenton High School and Junior College.
 1:35 Order and methods of interviewing. Mr. Durward DeWitt, Vice-Principal, Benton High School, St. Joseph.
 1:45 Practical demonstration.
 Teacher interviews a parent.
 Teacher interviews a pupil.
 2:10 Open discussion from the floor.
 2:30 Business Meeting.
 2:45 Adjournment to Joint Session of all Departments.

Commerce Division

- 12:15 o'Clock—Hotel Linville
 Mr. Miller Weeda, Presiding
 12:15 Luncheon.
 1:30 Technique in the Teaching of Short-hand. Mr. Earl J. Van Horne, Westport High School, Kansas City.
 2:00 Consumer Education, Mr. T. E. Dorn, Department of Commerce, The Northwest Missouri State Teachers College.
 2:30 Business Meeting.
 2:45 Adjournment to Joint Session of all Departments.

Elementary School Section

- 1:30 o'Clock—Horace Mann Auditorium
 Miss Mary Ellen Horan, Presiding
 Building Readiness for Subject Matter.
 1:30 Demonstration, Miss Marian Peterson, Horace Mann Laboratory School.
 2:00 Panel Discussion.

- 2:45 Adjournment to Joint Session of all Departments.

Rural School Section

- 1:30 o'Clock—College Auditorium
 Mrs. Bessie Ellison, Presiding
 1:30 Music Demonstration, Horace Mann Laboratory School.
 1:55 "Art, an Activity," Mrs. Maybelle Mowry.
 2:20 Address, "Why I Teach," Mr. Francis Skaith, Superintendent of Schools, Gower.
 2:45 Adjournment to Joint Session of all Departments.

DEPARTMENTAL MEETINGS

Friday Afternoon, October 13

Social Studies Division

- 2:30 o'Clock—Room 326
 Mr. Paul J. Keith, Presiding
 2:30 How the new State Course of Study will affect you as a social studies teacher, Mr. W. Francis English, Carrollton.
 American Problems, Mr. G. M. Coleman, St. Joseph.
 World History, Mr. Hubert Garrett, Maryville.
 American History, Mr. H. S. Thomas, Maryville.
 Citizenship, Mrs. Mary Williams, Craig.
 3:30 Discussion.
 3:45 Business Meeting.
 4:00 Adjournment.

Physical Education Division

- 2:30 o'Clock—Room 225
 Mr. G. Fred Larason, Presiding
 2:30 A varied competitive program for smaller schools, Mr. E. B. Lott, St. Joseph.
 Adjustment of schedule to include practice periods, Mr. S. W. Skelton, Oregon.
 Six-man football for small schools, Mr. W. E. Booth, Fairfax.
 Competitive athletics for girls, Mr. J. M. Broadbent, Dearborn.
 The value of tournaments, Mr. A. A. Adams, Albany.
 3:30 Discussion.
 3:45 Business Meeting.
 4:00 Adjournment.

Agriculture and Science Division

- 2:30 o'Clock—Room 226
 Mr. L. A. Zelfiff, Presiding
 2:30 An evaluation of general agriculture in the small high school, Mr. Wilbur F. Williams, Jamesport.
 The vocational agriculture teacher's program of work, Mr. Curtis E. Grace, Albany.
 What is new in high school science? Mr. C. W. Rickman, Maryville.
 3:30 Discussion.
 3:45 Business Meeting.

Mathematics Division

- 2:30 o'Clock—Room 308
 Miss Daisy E. Robins, Presiding
 2:30 What the mathematics courses in the average high school of Northwest Missouri should include, Miss Jessie McMullen, Tarkio.
 My ideal text for elementary algebra, Mr. J. Edwin Boydston, Jr., St. Joseph.

Why I believe in a prognostic test in mathematics for freshmen, Mr. Herbert Rhoads, Savannah.
The Ideal Mathematics Teacher, Mr. C. Finis Frazier, Cameron.

- 3:00 Discussion.
- 3:45 Business Meeting.
- 4:00 Adjournment.

Music Division

2:30 o'Clock—Room 205

Mr. Maurice Cater, Presiding

Program—To be announced.

English Division

2:30 o'Clock—Room 302

Mrs. Bessie Bailey, Presiding

"The opportunity of Guidance through the teaching of High School English." Miss Mary Lee Doherty, Gower High School.
"A Program of correction for reading disabilities." Mrs. Pearl E. Warner, Cameron High School.

"Language techniques that should be revived and mastered in the Junior and Senior Years."

(Leader to be Announced Later.)

Industrial Arts Division

2:30 o'Clock—Industrial Arts Building

Mr. Robert C. May, Presiding

Program—To be announced.

Elementary School Section

3:00 o'Clock—Horace Mann Auditorium

Miss Mary Ellen Horan, Presiding

3:00 Address, "What is the Elementary School For?" Mr. W. E. Goslin.

3:45 Business Meeting.

4:00 Adjournment.

Rural School Section

2:30 o'Clock—College Auditorium

Mrs. Bessie Ellison, Presiding

2:30 Music, Rural School of Buchanan County.

2:50 Address, "Progress in Elementary Education," Mr. Ray Dice, State Rural School Inspector.

3:20 Address, "Wisdom and More Wit," Mr. Strickland Gillilan.

3:45 Business Meeting.

4:00 Adjournment.

NATIONAL COUNCIL FOR SOCIAL STUDIES TO MEET NOVEMBER 24, 25, KANSAS CITY

The National Council for the Social Studies is holding its fall meeting in Kansas City, Missouri at the Hotel Muehlebach, November 24-25. This date is to conform with the President's Thanksgiving proclamation. The program will be opened Friday morning, November 24 with an address by Supt. George Melcher on the subject, "Are We Trained for Civic Responsibility?" Miss Ruth West, Spokane, Washington, Lewis and Clark High School will then make the presidential address of the year. Mr. R. O. Hughes, Pittsburgh, Pennsylvania, Mr. Burr W. Phillips, University of Wisconsin and Prof. C. H. Cross, University of Arkansas, will discuss the yearbook **Training the Social Science Teacher**. There will be round tables on American foreign policy, consumer education, and on propaganda.

On Friday evening, after a dinner at the

MEETINGS AND SOCIAL EVENTS

Thursday, October 12

The Resolutions Committee will hold its first meeting immediately following the adjournment of the General Session, Thursday afternoon, Room 224.

The annual meeting of the Northwest Missouri High School Athletic Association, Social Hall, 4:30 o'clock. All superintendents, principals and coaches are urged to attend.

Fine Arts Luncheon Hotel Linville. Miss Elizabeth Robertson, guest speaker. Reservations may be made with Miss Olive DeLuce, Chairman, State Teachers College. 50 Cents per plate.

Pi Gamma Mu Fraternity annual luncheon. Reservations may be made with Dr. H. G. Dildine, State Teachers College.

Teachers Association and "Homecoming" dinner, followed by annual business meeting, 6:00 o'clock, Main Street Methodist Church. Reservations may be made with Mr. J. Norvel Saylor, Chairman, State Teachers College, 50 cents per plate.

Commerce Luncheon, Hotel Linville. Reservations may be made with Mr. Miller Weeda, Albany.

Speech Luncheon, Hotel Bainum. Guest speaker, Dr. C. Lowell Lees. Reservations may be made with Dr. J. P. Kelly, State Teachers College. 75 cents per plate.

Friday, October 13

Meeting of the House of Delegates, Room 208., 8:00 o'clock a. m. Mr. Fred Keller will be in charge. Every superintendent should see that the delegates to St. Louis meeting are selected before our district meeting.

"Homecoming" Football Game—Springfield Bears vs. STC Bearcats, 8:00 o'clock, College Athletic Field.

Art Exhibit, Thursday and Friday, Fourth Floor, Administration Building. Everyone invited.

Knights of the Hickory Stick dinner and meeting 6:00 o'clock Friday, October 13. Further announcement will be made at a later date.

Muehlebach, the Council will meet in the Little Theatre of the new Municipal Auditorium. Following the meeting, a reception will be given by the local committee and the Teachers Cooperative Council. Serving on the local committee are: Guy V. Price, Teachers College, J. N. Jordan, Northeast Jr. High, C. R. Coombe, East High, Lynn I. Perrigo, K. C. U., Father J. J. Murphy, Diocesan Schools, J. S. McKee, Southwest, Anna M. Thompson, Northeast Sr. High, Mary L. Latshaw, Southeast High, Amos L. Burks, Junior College, Iden Reese, Kansas City, Kan., Jr. College, M. B. Miller, Independence, Mo., Jr. High, R. F. Wood, Central Mo. S. T. C., Claire Jarvis, Quindaro School, K. C., Kan., Marston McCluggage, University of Kansas, Wilma Hazel Wheeland, Westport Sr. High, and Doris Arnold, North Kansas City, Mo., High.

Central Missouri Teachers Association, Warrensburg, Oct. 12, 13.



J. N. Hanthorn

OFFICERS

President, J. N. Hanthorn, Independence
Vice-President, John M. Wilson, Jefferson City
Secretary, F. W. Urban, Warrensburg
Treasurer, G. E. Hoover, Warrensburg
Executive Committee:
J. N. Hanthorn, Independence
J. M. Wilson, Jefferson City
Fred W. Urban, Warrensburg



F. W. Urban

FIRST GENERAL SESSION

Thursday Morning, October 12

- 9:00 Address, Miss Florence Hale, Editor of "The Grade Teacher," Past-President of the National Education Association.
10:00 "Shall We Fight, and for Whom?", Hon. Hamilton Fish, Congressman from New York, Ranking Member of the House Committee on Foreign Relations.
10:55 "Guidance," Doctor Lonzo Jones, Dean of the Faculty, Central Missouri State Teachers College.

SECOND GENERAL SESSION

Thursday Afternoon, October 12

- 2:00 "Wisdom in Wit," Strickland Gillilan, The Nation's Humorist, Washington, D. C.
3:00 Sectional Meetings.

THIRD GENERAL SESSION

Thursday Evening, October 12

- 7:45 "Are the First Hundred Years the Hardest?", Mr. Lloyd W. King, State Superintendent of Schools, Jefferson City.
8:15 "What Are Schools For?", Mr. Willard E. Goslin, Superintendent of Schools, Webster Groves, and President of the Missouri State Teachers Association.

- 8:45 "A Date With the World," Mr. G. Bromley Oxnam, Bishop of the Methodist Church, Boston, Mass.

FOURTH GENERAL SESSION

Friday Morning, October 13

- 8:55 "The Creative Approach to Education," Mr. C. Lowell Lees, Professor of Speech and Director of the University Theatre, University of Minnesota, Minneapolis.
9:35 "One Hundred Years of Teacher Education," Pres. George W. Diemer, President Central Missouri State Teachers College.
10:15 "Europe's Betrayal of Democracy," Dr. Gerhard Schacher, Distinguished journalist and leading authority on European affairs.

FIFTH GENERAL SESSION

Friday Afternoon, October 13

- 2:20 All-District Orchestra and Chorus, Directed by Mr. Paul R. Utt, Professor of Music, Central Missouri State Teachers College.
3:20 "Leadership for Tomorrow," Mr. Cameron Beck, Vocational and Industrial Relations Consultant, New York City.

LIBRARY ASSOCIATIONS OF MISSOURI AND KANSAS TO HOLD JOINT MEETING

The Missouri and Kansas Library Associations will meet in a joint conference at the Elms Hotel in Excelsior Springs on October 26-28, 1939. A general program for school libraries is being arranged for Saturday, October 28. Miss Jean Trowbridge, librarian of the St. Joseph Junior College, is chairman of the discussion group, and has arranged a program which should be of considerable interest to elementary and high school librarians of the two states. Among those participating in the discussion are Miss Nora Beust of the Library Service Division of the Office of Education,

Washington, D. C.; Dr. B. Lamar Johnson of Stephens College, Columbia, Missouri; and Miss Winifred Schott, Children's Librarian, Wichita Public Library, Wichita, Kansas.

The members of the two associations are especially anxious that school librarians participate in this program. Special rates are being made by the manager of the Elms Hotel to those attending the conference. Reservations may be made through Mr. G. C. Lee, manager of the hotel. Further information concerning the program may be obtained by writing to Miss Trowbridge.

South Central Missouri Teachers Association, Rolla, Oct. 19, 20.



Ralph Marcellus

OFFICERS

President, Ralph Marcellus, Rolla
 First Vice-President, Henry Kilburn, Dixon
 Second Vice-President, Irvin Laughlin, Linn
 Third Vice-President, Mrs. Eunice Parker, Dixon
 Secretary-Treasurer, B. P. Lewis, Rolla

Executive Committee:

Mrs. Cleon Skouby, Salem
 Mrs. Ralph Pierce, St. Clair



B. P. Lewis

The South Central Missouri Teachers Association program will begin Thursday morning, October 19.

The principal interdistrict speakers appearing on the program are men of national renown. Dr. A. J. Stoddard, Superintendent of Philadelphia schools, formerly superintendent of Denver schools, will be the principal speaker Thursday forenoon in the Rolla High School auditorium. Bishop G. Bromley Oxnam, formerly president of De Pauw University, a noted lecturer and speaker, will speak at Parker Hall of the Missouri School of Mines, Thursday night. Senator Gerald P. Nye, United States

Senator from North Dakota, will address the teachers at the Rolla High School building on Friday forenoon. Departmental meetings will furnish the latter part of the Friday forenoon session. Mr. Willard E. Goslin, President of the Missouri State Teachers Association, and State Superintendent Lloyd W. King will speak Friday afternoon at the Rollamo Theater. Music by high school and college bands and other aggregations together with local speakers will be interspersed throughout the program.

Through the courtesy of the Rollamo Theater Management, a very fine movie will close the two day's program Friday afternoon.

IMPORTANT CONVENTIONS

OCTOBER

- 6 **Secondary School Principals' Fifth Annual Meeting**, Columbia, October 6-7, 1939.
- 6 **Four-State Conference on Industrial Arts**, Kansas State Teachers College, Pittsburg, October 6-7, 1939.
- 12 **Central Missouri District Teachers Association**, Warrensburg, October 12-13, 1939.
- 12 **Northeast Missouri District Teachers Association**, Kirksville, October 12-13, 1939.
- 12 **Northwest Missouri District Teachers Association**, Maryville, October 12-13, 1939.
- 15 **Annual Meeting of the American Public Health Association**, Pittsburgh, Pa., October 15-20, 1939.
- 19 **South Central Missouri District Teachers Association**, Rolla, October 19-20, 1939.
- 18 **Southwest Missouri District Teachers Association**, Joplin, October 18-20, 1939.
- 19 **Southeast Missouri District Teachers Association**, Cape Girardeau, October 19-20, 1939.
- 26 **Library Associations of Missouri and Kansas**, Excelsior Springs, October 26-28, 1939.
- 26 **Progressive Education Association Study Conference**, St. Louis, October 26-28, 1939.

NOVEMBER

- 2 **Fifth Annual Conference of Food Service Directors**, Baltimore, November 2-4, 1939.
- 5 **American Education Week**, November 5-11, 1939.
- 15 **Missouri State Teachers Association Annual Convention**, St. Louis, November 15-18, 1939.
- 23 **National Council of Teachers of English**, New York City, Chicago, Ill., November 23-25, 1939.

DECEMBER

- 27 **The National Commercial Teachers Federation**, William Penn Hotel, Pittsburg, Pennsylvania, December 27-30, 1939.
- 27 **National Council of Geography Teachers**, University of Chicago, Chicago, Ill., December 27-28, 1939.

JANUARY

- 18 **Department of Superintendence of M. S. T. A. 27th Annual Meeting**, Columbia, January 18-19, 1940.

FEBRUARY

- 24 **American Association of School Administrators**, St. Louis, February 24-29, 1940.
- 29 **American Association of Junior Colleges National Convention**, Columbia, February 29-March 2, 1940.

Southeast Missouri Teachers Association, Cape Girardeau, Oct. 19, 20.

OFFICERS

President, Marcus L. Grant, Bloomfield
First Vice-President, R. R. Hill, Cape Girardeau
Second Vice-President, Delmar Cobble, Patton
Secretary, L. H. Strunk, Cape Girardeau
Executive Committee:

Byron Masterson, Hayti
A. C. Magill, Cape Girardeau
Geo. D. Englehart, Leadwood



Marcus L. Grant



L. H. Strunk

FIRST GENERAL SESSION

Thursday Morning, October 19—9:00 o'clock
College Auditorium

President, Marcus L. Grant, presiding
Platform Guests—All former presidents.
Organ Melodies—Mrs. J. Clyde Brandt, Cape Girardeau, Mo.

Invocation—
Address of Welcome—W. W. Parker, President, Southeast Missouri State Teachers College, Cape Girardeau, Mo.

Orchestral Selections—Central High School Orchestra, Frieda Rieck, Director
Address—"Keeping School or Teaching?" Harry C. McKown, Editor, Activities Magazine, Gilson, Illinois.

Address—Senator Gerald P. Nye, United States Senate, Washington, D. C.

SECOND GENERAL SESSION

Thursday Afternoon, October 19—1:30 o'clock
All Missouri Program

Second Vice-President, Delmar Cobble, presiding
Platform Guests—General officers, members of Executive Committee, department chairmen, chairmen of committees.
Special Music—

The Lost Chord, Sullivan
Old King Cole, O'Neil
Double Quartet, Caruthersville High School, Margaret Ashcraft, Director
Address—Katherine Clarke, Primary Supervisor of St. Louis County, Clayton, Missouri
Address—"What are Schools For?" Willard E. Goslin, President Missouri State Teachers Association, Webster Groves, Mo.
Address—Hon. John D. Taylor, Keytesville, Mo.

DEPARTMENTAL MEETINGS

Thursday Evening, October 19

THIRD GENERAL SESSION

Friday Morning, October 20—9:00 o'clock
First Vice-President, Robert R. Hill, presiding
Organ Melodies—Mrs. J. Clyde Brandt, Cape Girardeau, Mo.

Memorial Services

Choral Selections—Central High School, Mixed Chorus, Frieda Rieck, Director

Address—Russell V. Morgan, Director of Music, Cleveland Public Schools, Professor of Music, Western Reserve University, Cleveland, Ohio

Address—"American If Moments," Bishop G. Bromley Oxnham, Omaha, Nebraska

FOURTH GENERAL SESSION

Friday Afternoon, October 20—2:00 o'clock
President, Marcus L. Grant, presiding

Address—"The Schools and the American Scene," Alexander J. Stoddard, Superintendent of Schools, Philadelphia, Pennsylvania

Southeast Missouri Chorus—
Good-Night, Good-Night, Beloved!

_____Ciro Pinsuti
The Heavens are Telling

_____Franz Joseph Haydn
The Kerry Dance

_____J. L. Molloy
Deep River

_____Spiritual
Go Down, Moses

_____Spiritual
The Dancers

_____Henry F. Gilbert
Break Forth, O Beauteous, Heavenly

Light _____J. S. Bach

Presentation of the New President

Adjournment.

GENERAL ANNOUNCEMENTS

First Meeting of the Assembly of Delegates

The first meeting of the Assembly of Delegates will be held in Room 307, Academic Hall, at 4:00 o'clock, Thursday afternoon, October 19.

Meeting of Resolutions Committee

The members of the Resolutions Committee are requested to meet in Room 308, Academic Hall, at 4:00 o'clock, Thursday afternoon, October 19.

Football Game

Teachers College vs. State Teachers College, Warrensburg, Mo., Friday night, October 20, at 7:30 o'clock.

Superintendents' and Principals' Dinner

The annual Superintendents' and Principals' dinner will be held at 6:00 o'clock Thursday

evening, October 19, in the Dining Hall of Centenary Methodist Church, Ellis and Bellevue Streets. Send your reservations to L. H. Strunk, Teachers College. Tickets, seventy-five cents.

Phi Delta Kappa Luncheon

The members of Phi Delta Kappa Fraternity will have their tenth annual luncheon at 12 o'clock Thursday, October 19. Every member is invited and urged to be present. The price of tickets is 60 cents. Make arrangements in advance by writing Supt. R. E. Nichols, Malden, Missouri. The luncheon will be served at the Colonial Tavern.

A. C. E. Dinner

The Association for Childhood Education will hold their annual dinner Thursday evening, October 19, at 5:45 in the Dining Room of the Marquette Hotel. Tickets are 75 cents. Send reservations to Miss Helen Mueller, West Mount, Cape Girardeau. All reservations must be made by Tuesday, October 17th. The A. C. E. program will follow the dinner.

Clio Alumnae Luncheon

The Clio Alumnae Association will have a luncheon at the Marquette Hotel, Friday, October 20, at 12:30. Tickets, 50 cents. Tickets will be on sale in the main corridor of Academic Hall Thursday and Friday morning.

The Kappa Delta Pi Tea

All Kedelpians are cordially invited by the members of Alpha Eta Chapter to a tea in Hesperian Hall in Academic Hall Thursday afternoon, October 19 from 4 to 5:30 o'clock.

Homecoming Dance

The Varsity Club will sponsor a Homecoming

Dance in the Houck Field House immediately after the football game, October 20. Teachers will be admitted upon presentation of their membership receipt, plus 75 cents, stag or drag.

Peabody Breakfast

Peabody Breakfast for all Peabody Alumni, Friday morning, October 20, at 7:30, at the Home Economics Dining Room, Agriculture Building. Price per plate, 50 cents. Send your reservations to Mr. H. O. Grauel, State Teachers College, Cape Girardeau. Telephone 261.

Commercial Exhibits

Representatives of Book Companies and School Supply houses have their exhibits in the old Library in Academic Hall, while Sporting Goods are exhibited on the ground floor.

New Library

The Library Staff invites you to Open House in the New Library, Thursday afternoon, October 19th, 3 to 5 o'clock.

Practical Arts Dinner

The Department of Practical Arts will hold a dinner Thursday evening, October 19, at 6:30 in the Dining Room of the Alvarado at the corner of Highway 61 and Broadway. Tickets are 60 cents. Make reservations to Miss Edna Haman, 514 North Boulevard by Tuesday, October 17. The Practical Arts program will follow the dinner.

Hesperian Breakfast

The Hesperian Literary Society will have its annual alumni breakfast Friday morning, Oct. 20, at the Marquette Hotel at 7:30 o'clock.

Membership Receipt

Be sure to bring membership receipt with you.

Many school Doctors and Nurses recognize



Chewing Gum
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It is such a boon to the school doctor and nurse to be able to recommend for children something that they naturally love. Chewing gum—as healthful as it is popular—is a cleansing agent for the teeth that children gladly use. The chewing provides stimulating exercise for their gums. So, Teachers, there's a reason, a time and a place for Chewing Gum . . . University Research, basis of our advertising.

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Southwest Missouri Teachers Association, Joplin Oct. 18, 19, 20

OFFICERS



Ray T. Evans

President, Ray T. Evans, Springfield
First Vice-President, Leonard B. Hartley,
Hartsville
Second Vice-President, Maxine Carlin, Monett
Secretary, C. W. Parker, Ava

Executive Committee:

Ray Wood, Bolivar
Howard Butcher, Joplin
C. H. Hibbard, Ava
D. M. Craig, Lamar
Ray T. Evans, Springfield



C. W. Parker

OFFICIAL PROGRAM

County Superintendent's Department
Wednesday Afternoon, October 18, 2:30 P. M.
Colonial Room, Conner Hotel
Chairman, Mrs. Bertha Reed, Carthage
Address, Mr. Ray Evans, State Rural School
Supervisor, Springfield
Address, Rev. Cliff Titus, Joplin
Round table discussion
Business Session

FIRST GENERAL SESSION

Wednesday Evening, October 18, 7:30 P. M.
Memorial Hall Auditorium
President Ray T. Evans, Presiding
Music, Joplin High School Band
March of the Steel Men Belsterling
Niobe De Reubertis
O' Man River Kern-Grofe
Invocation, Reverend Otto C. Seymour, Pastor
First Presbyterian Church.
Address of Welcome, Mayor O. P. Mahoney,
Joplin.
Response, County Supt. Kenneth Elmore, Leba-
non.
Address, Mr. Lloyd W. King, State Supt. of
Schools.
Address, Dr. C. E. Germane, University of Mo.

SECOND GENERAL SESSION

Thursday Morning, October 19, 10:00 A. M.
Memorial Hall Auditorium
President Ray T. Evans, Presiding
Music, Joplin High School a Capella Choir
Praise Ye the Name of the Lord
..... Archangelsky
The Keeper—English Folk Song
..... arr. by Nagle
Water Boy Pitcher
Ole Ark's a Moverin' arr. by Cain
Invocation, Rev. Ben Morris Ridpath, First
Methodist Church.
Address, Bishop G. Bromley Oxnam, Method-
ist Church, Omaha.

THIRD GENERAL SESSION

Thursday Evening, October 19, 7:30 P. M.
Memorial Hall Auditorium
L. B. Hartley, Presiding

Music, Joplin High School Orchestra
Bacchanale from "Samson and Delilah,"
..... Saint Saens
Prelude to Third Act of Lohengrin
..... Wagner
Grand March from Aida Verdi
Invocation, Rev. Cliff Titus, Joplin.
Address, Mr. Alexander Stoddard, Superin-
tendent of Schools, Philadelphia.

FOURTH GENERAL SESSION

Friday Evening, October 20, 7:30 P. M.
President, Ray T. Evans, Presiding
"The Blue Paradise" Romberg
(Joplin Junior College Orchestra)
Rose Marie Friml
I Love a Parade Arlen
(Joplin Junior College Meistersingers and
Orchestra)
Invocation, Rev. B. A. Pugh, First Baptist
Church, Joplin.
Address, Mr. Tom Collins, Philosopher, Kansas
City.
Address, Senator Gerald P. Nye, North Dakota.

DEPARTMENT MEETINGS

Music Department

2:00 P. M., Thursday, October 19
Senior High School Building, Study Hall A
Chairman, Bryan Berti, Seymour
"School Music Contests," Mr. James Roberts,
Springfield.
"The Position of Music in the Modern High
School," Round table discussion. Several
principals, superintendents and others have
been invited to take part informally in this
discussion.
Business session.

Physical Education Department

2:00 P. M., Thursday, October 19
Gymnasium North Junior High School, 114 Gray
Chairman, Donald Ashley, Rogersville
Panel Discussions, "A Community Planned
Youth Program."
Leader of Panel, Miss Elizabeth Cadle,
Reed Junior High School, Springfield.
A demonstration of activities requiring little
equipment, the Junior High Schools of
Joplin.

Business Session.

Department of Vocational Education

10:00 A. M., Friday, October 20
Room 105, Senior High School Building
Chairman, Mr. O. L. Claxton, Marshfield

The officials of this Department have planned a round table discussion and other programs of special interest to vocational agriculture teachers.

P-T. A.

10:00 A. M., Friday, October 20
Presbyterian Church, 317 West 6th Street
Chairman, Mrs. E. W. Russey, Monett

Community Singing.

"Why We Meet," Mrs. E. W. Russey, Monett.
P-T. A. Helps, Mrs. Joy Brown, Marionville.

"The Part of the P-T. A. in an Educational Program," Mrs. L. H. Coward, Springfield.

Questions.

Business Session.

Adult Education Department (WPA)

Chairman, E. L. McClymond

"Place of Adult Education in the Community,"
Geo. P. Ryan.

"The Drive Against Illiteracy in Jasper County," Mr. Walter Arthur.

"Our Nursery School," Mrs. Carter.

"History of Adult Education," Miss Helen Morse.

"Philosophy of Adult Education," W. W. Gibbany.

Business Meeting.

Department of Dramatics and Forensics

9:30 A. M., Friday, October 20

Baptist Church, 7th and Pearl

Chairman, Miss Helen Eckelman, Springfield

"Speech in Missouri," R. P. Kroggel, State

Department of Education, Jefferson City.

"The High School Contest Play," Miss Eula

Jack, Pittsburg, Kansas.

"High School Debating," Leon Lapp, Marsh-

field.

Business Session.

Commercial Department

10:00 A. M., Friday, October 20

Study Hall B, Senior High School

Chairman, T. Bernard Dreier

Teachers Clinic.

Report of Committees.

Election of Officers.

GENERAL ANNOUNCEMENTS

Assembly of Delegates

The first session of the Assembly of Delegates will be held in the Lodge Room, on the second floor of Memorial Hall at 9:00 A. M., Thursday, October 19. Only authorized delegates will be admitted. Any further meetings of the assembly will be arranged for at the first session.

Registration

A registration table will be maintained in the lobby of Memorial Hall through the courtesy of the commercial department.

Registration is **not** the same as enrollment.



Photograph of a Missouri Taxpayer...your Telephone

YOUR TELEPHONE carries quite a load as a taxpayer. Last year this company's tax bill in Missouri was more than three million dollars—an average of \$7.75 per telephone.

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As a citizen of Missouri, bearing its share of the cost of government, your telephone company is here to furnish fast, dependable telephone service at low cost to you.

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Association Headquarters

Association Headquarters during the convention will be at Hotel Connor.

Enrollment in the Association

It is hoped that every teacher in the twenty-two counties of our district will be enrolled in the Missouri State Teachers Association by the close of the convention.

The Committee on Enrollment will maintain a table in the lobby of Memorial Hall during the convention. Those who have not enrolled in the State Association before coming to the convention may enroll here. Membership receipts will be issued. Anyone who has lost his membership receipt, may, by signing a statement to that effect, secure a duplicate from the Committee on Enrollment.

Information Service

An information table will be maintained in the lobby of Memorial Hall. Any organization desiring to sell tickets for any of the Association's activities may secure the services of the committee in charge.

Exhibit

An exhibit of school work will be on display in the Junior College Building, Fourth and Byers Streets.

Entertainment

The teachers and businessmen of Jasper County will provide an interesting program of entertainment for the visiting teachers.

Delta Kappa Gamma Luncheon

A Delta Kappa Gamma Luncheon will be held at 12:30 o'clock, Saturday, October 21 at the Woman's Club, A and Jackson Streets.

FINANCIAL FACTS RELATING TO PUBLIC EDUCATION IN MISSOURI

(Continued from Page 276)

public school support. The sources from which the money so appropriated was derived for the school year 1938-39, the amount derived from each source, and the amount derived from interest on the permanent school fund are shown in the accompanying table.

The amount of the County Foreign Insurance Tax Fund for the school year 1938-39 was \$1,212,124.98. Consequently, the total amount contributed by the State towards public school support for that year was the \$13,566,994.22 of State School Moneys, plus the \$1,212,124.98 of the County Foreign Insurance Tax Fund, or \$14,779,119.20.

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Nineteen are operating now as follows:

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W. D. Bracken, Treasurer
Northwest Missouri Teachers Credit Union, Maryville

L. G. Somerville, Treasurer
Springfield Teachers Credit Union, Springfield

O. O. Lahman, Treasurer
Clay Co. Teachers Credit Union, No. Kansas City

Amelia Keller, Treasurer
University Credit Union, Columbia

R. E. Lucas, Treasurer
Maplewood School District Credit Union

Ruth Hughes, Treasurer
Webster Groves School District Credit Union

B. J. Leonard, Treasurer
Northeast Missouri Credit Union, Kirksville

Paul Selby, Treasurer
Boone Co. Teachers Credit Union, Columbia

J. R. Hall, Treasurer
St. Louis Progressive Colored Teachers Credit Union

G. F. Ruffin, Treasurer
Cape Girardeau Teachers Credit Union

Prof. L. H. Strunk, Treasurer
Butler Co. Teachers Credit Union, Poplar Bluff

Eugene H. Broyles, Treasurer
Central Missouri Teachers Credit Union, Warrensburg

Dr. Emmett Ellis, Treasurer
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J. Fred Lawson, Treasurer
Southwest Missouri Teachers Credit Union, Springfield

Mabel Moberly, Treasurer
St. Francois Co. Teachers Credit Union, Flat River

Vernon S. Estes, Treasurer
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Cole Co. Teachers Credit Union, Jefferson City

A. H. Bucker, Treasurer

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Missouri State Teachers Association

NEWS ITEMS

LAFAYETTE SCHOOLMEN TO MEET

The next meeting of the Lafayette County Schoolmen's Association will be held in Odessa on October 9, 1939.

Superintendent H. R. McCall and Principal Giles Theilmann of Chillicothe plan a journalistic venture for the school year by writing a daily column for the "Constitution-Tribune" entitled "Your Public Schools." Through this column they hope to acquaint the people in the community about the schools.

The Art Department of the Kirksville State Teachers College has received the loan of Dr. H. L. Spangler's rare art collection. The collection of over 600 pictures contains some of the original works of such old masters as Rembrandt, Holbein, and Van Dyck. The Art Department expects to have some forty pictures on exhibit soon.

ELEMENTARY PRINCIPALS ISSUE BULLETIN

The Department of Elementary School Principals of the Missouri State Teachers Association has recently issued a bulletin of information and news. The organization according to its constitution, "will hold two regular meetings annually, one at the time and place of the Annual Meeting of the Missouri State Teachers Association, and one to be held in March, the exact time and place to be determined by the Executive Committee."

The Nevada board of education has made salary restoration for the third consecutive year. The services of the Nevada schools have been expanded for this year according to Superintendent Jerry Vineyard. Among the new services provided are: a school nurse, affiliation with the state program of corrective speech, the Negro elementary school has been reopened, and two bus routes have been added. Nevada will be one of the many schools to change its financial accounting system to the Missouri Uniform Financial Forms.

PETTIS COUNTY SCHOOLS TO FEATURE BROADCAST

Radio Station KDRO of Sedalia, Missouri has invited the Pettis County rural schools to broadcast each Tuesday and Saturday evening from 8:00 to 8:15 P. M. according to an announcement by C. F. Scotten, County Superintendent. These broadcasts will bring to the people of Pettis County the educational program offered in the schools.

The type of broadcast is left to the initiative of the teacher. Songs, instrumental numbers, readings, short plays or an interesting unit of work may make up the program.

COMMITTEE ON TEACHERS' SALARIES AND TERM OF OFFICE MEETS

The Committee on Teachers' Salaries and Term of Office of the Missouri State Teachers Association met Saturday, September 23, in the Conference Room of the State Teachers Building. The Committee prepared its annual report to be submitted with the approval of the Executive Committee to the Assembly of Delegates.

The members of the Committee are: James R. Shepherd, Chairman, Kansas City, Miss Maud Woodruff, Trenton, and Miss Edith Gallagher, St. Joseph. All were present.

SUPERINTENDENT COMPLETES STUDY OF DISTRICT

Superintendent E. O. Hammond of Plattsburg has recently completed a very worthwhile study of the public schools of his district. The study covers a ten-year period with reference to grade and high school graduates, total enrolment, units of approved work, number of teachers, teacher load, sources of school revenue and per pupil costs, and a bond record. Among other significant data are the following: 37.4% of graduates in past ten years have attended college, none is or have been in a state or county correctional institution, less than 3% are unemployed. During the last ten years enrolment has increased from 323 to 460, approved units from 20¼ to 33¼. Number of teachers has remained constant. Pupil load has grown from seventeen to twenty-four. Pupil cost has decreased from \$81.72 to \$58.28. The levy has been constant (\$1.00). Revenue from local sources has decreased by \$6,680 while from the state it has increased by \$6,094.

PUPILS READING CIRCLE SALES SHOW GAIN OVER LAST YEAR

The 25,000 teachers in the state of Missouri approve the new service that has been instituted by the Pupils Reading Circle Department of the Missouri State Teachers Association. Our evidence for their approval is in the form of larger orders coming from the many school districts in all sections of Missouri. When the summary of the sales for the month of August was made it was found

Here it is! THE PERFECT ECONOMY PLAYGROUND UNIT FOR YOUR SCHOOL.

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Send for Complimentary Copy of any one of the units listed below. Include 10c (coin or stamps) to cover mailing and handling.

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that the amount equalled the sales record of the best month of August in the history of the Association.

The keying of the over 1100 titles in the supplementary list to the State Courses of Study was somewhat of an experiment on the part of the Headquarters Staff. The months of arduous labor which it took to accomplish the keying was time well spent, when we consider the way this feature increases the efficiency in selecting supplementary books, saves the teacher's time, and improves the quality of teaching.

A county superintendent in expressing his appreciation of the blank said, "The teachers in my county not only use the keyed list to make suitable selections for the library but they use it to increase the usefulness of books previously purchased."

The Pupils Reading Circle Department desires to give prompt and accurate service. Orders are filled promptly and it is only occasionally that a customer is asked to wait for a portion of his order. Situations of this nature are impossible to avoid entirely. For example, the department has ordered 750 copies of one book but only 200 copies have been delivered at the present time and that stock is exhausted. The publisher states they can't supply the book for at least ten days. Obviously there will be teachers disappointed when this book is checked as being temporarily out of stock.

Every teacher realizes when she purchases books from the M. S. T. A. that in addition to securing the books needed to carry out the planned units in the Courses of Study in an economical way, she is helping her own organization to be better prepared to work effectively for teacher retirement legislation, tenure laws, and other legislation necessary to promote educational advancement in Missouri.

A postal card addressed to Thos. J. Walker, Secretary, Missouri State Teachers Association,

Columbia, Missouri, will bring you a complete list of our materials as contained in the Pupils Reading Circle Catalogue.



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M. S. T. A.

Group Insurance

Members of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

| |
|---|
| If 16 years of age the cost will be \$4.97. |
| If 17 years of age the cost will be \$5.07. |
| If 18 years of age the cost will be \$5.15. |
| If 19 years of age the cost will be \$5.26. |
| If 20 years of age the cost will be \$5.37. |
| If 21 years of age the cost will be \$5.47. |
| If 22 years of age the cost will be \$5.58. |
| If 23 years of age the cost will be \$5.64. |
| If 24 years of age the cost will be \$5.71. |
| If 25 years of age the cost will be \$5.77. |
| If 26 years of age the cost will be \$5.81. |
| If 27 years of age the cost will be \$5.85. |
| If 28 years of age the cost will be \$5.88. |
| If 29 years of age the cost will be \$5.90. |
| If 30 years of age the cost will be \$5.93. |
| If 31 years of age the cost will be \$5.95. |
| If 32 years of age the cost will be \$5.98. |
| If 33 years of age the cost will be \$6.06. |
| If 34 years of age the cost will be \$6.15. |
| If 35 years of age the cost will be \$6.26. |
| If 36 years of age the cost will be \$6.42. |
| If 37 years of age the cost will be \$6.61. |
| If 38 years of age the cost will be \$6.82. |
| If 39 years of age the cost will be \$7.06. |
| If 40 years of age the cost will be \$7.35. |
| If 41 years of age the cost will be \$7.68. |
| If 42 years of age the cost will be \$8.08. |
| If 43 years of age the cost will be \$8.49. |
| If 44 years of age the cost will be \$8.99. |
| If 45 years of age the cost will be \$9.52. |

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy):

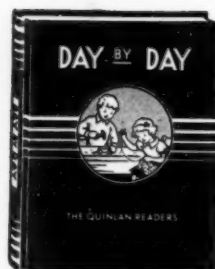
Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write THOS. J. WALKER, Secretary, Columbia, Missouri, for a free application blank and full information.



Pre-primer



Primer



First Reader

NEW READERS FOR GRADE ONE!

WINKY, a new pre-primer, by Myrtle Banks Quinlan, is the first of the basal series of Quinlan Readers. It combines attractiveness with the practical features required by the best teaching.

Outstanding features which distinguish **WINKY** from all other pre-primers are: highly legible streamlined print, new words listed in the color band at the foot of each page, test pages at the conclusion of the stories, two songs whose appealing melody and familiar vocabulary make them an integral part of the reader.

Other unique features are: the letters of the alphabet in the border of a song; the rhythmic phrasing of the reading which helps lay a foundation for phonics; the close harmony between illustrations and text.

DAY BY DAY, the primer, continues the story of **WINKY** with the same unique features. But instead of two songs there are five—instead of 48 pages there are 160.

TO AND FRO, the first reader, carries forward the story with the same characters as **WINKY** and **DAY BY DAY**. It has, however, 192 pages and five songs. A continuous story runs throughout the series of the three books. The vocabulary, carefully controlled as to quality, quantity, gradation, and repetition, is the child's own.

ADVENTURES IN SCIENCE, by Carpenter, Bailey and Baker, the first book of the Rainbow Series of science readers, is the simplest, most attractive, and most scientific of science readers for first grade. Primarily a science text, it meets every essential standard of a basal reader. The text is in verse and rhyme. The pictures are reproduced in four colors from actual photographs. Animated drawings at the foot of the page present important science concepts. Both the text and subject matter are within easy reach of the intelligence of the first grade pupils.



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